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ABSTRACT

Ideas, examples, resources, and references for use by those interested in promoting collaborative educational efforts in their community are presented in this manual. Three major purposes of the guide are to bring together current materials on school-community cooperation; to assist in improving the quality of present collaborative efforts; and to encourage the development of new ideas and procedures. The manual is divided into four chapters: (1) Collaboration: Rationale, Necessary Changes, and Proposed Actions; (2) Coordination of School-Community Collaborative Efforts; (3) Resources, Services, and Activities Involving School and Community; and (4) Parent Involvement in Career Education. Extensive appendixes provide examples of school/community/industry cooperation in educational ventures. These examples range from suggestions to resource persons for making effective presentations, and tips on speaking to students, to guidelines for planning and implementing career education workshops, and using business/labor/industry representatives as career development resource personnel. (BL)

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COMMUNITY RESOURCE GUIDE
FOR
CAREER EDUCATION

By

Dale H. Melton

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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E. Sarasota County, Florida - Junior High Career Education Model As Based On The Nine Federal Objectives

F. Compilation of Case Studies Exemplary Placement and Followup Studies

G. An Inservice Model: Micro-Interviewing Skills Develped For Occupational Specialists

H. Public Relation and Public Information Inservice Training For Occupational Specialists and Ohter School Personnel

I. Elementary Career Education Activity Resource Guide

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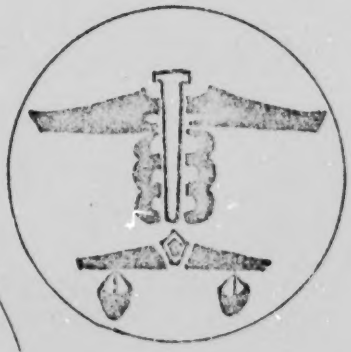
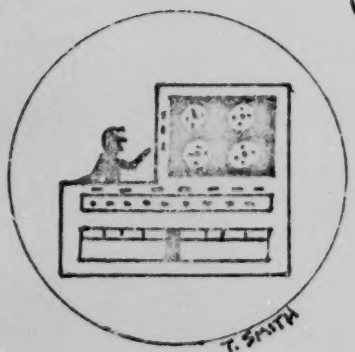


A COMMUNITY MANUAL FOR CAREER EDUCATION

BY DALE H. MELTON



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PREFACE

The call for cooperation between schools and the community is loud and clear. It comes from many sources, primarily, however, from the community at large. Among the many calls is that of the United States Chamber of Commerce, a major voice. Its statements involving representatives of large national organizations have been included in two significant publications: Career Education and the Businessman and Career Education: What It is and Why We Need It from Leaders of Industry, Education, Labor, and the Professions. For a brief description of these two booklets, the reader is encouraged to see Appendix A. Further, the writer suggests that the documents themselves be read carefully and thoughtfully. Throughout this community manual, references will be made, as appropriate, to these two documents.

In keeping with this call for collaboration, as it is now called, this manual has been developed to bring together many ideas, examples, resources, and references for use by those persons interested in promoting collaborative efforts in their community. For individuals in the business-labor-industry-professions sectors of the community, there are many useful, practical suggestions as well as background materials on career education and its impact. For the educator, this document contains information which can be provided, in part or whole, to community persons with whom he or she works, such as field trip site representatives, classroom speakers, advisory committee members, among others.

The manual has several major purposes. They are: (1) to bring together current materials on school-community cooperation as a means for promoting interest and action; (2) to assist in improving the quality of present collaborative efforts through providing information on the best thinking about various facets of cooperation; and (3) to encourage the development of new ideas and procedures on the part of the reader whose imagination and awareness of possibilities, hopefully, have been stimulated.

CHAPTER I

COLLABORATION: RATIONALE, NECESSARY CHANGES, AND PROPOSED ACTIONS

Collaboration of schools and communities, as mentioned in the preface, has become increasingly more widespread as the seventies have progressed. In addition to the calls from community for such cooperative actions, many educational leaders, too, have joined their voices. For example, former commissioner of education, Sidney P. Marland said:

> Let us, at long last, welcome the community--labor, business and industry into the totality of education. They are willing, and we desperately need them--not at arms' length, but as full partners. (18)

In a similar vein, Kenneth B. Hoyt, Director of USOE's Office of Career Education, wrote in a policy paper, "The business-labor-industry community will:

1. Provide observational, work experience, and work study opportunities for students and for those who educate students (teachers, counselors, and school administrators).
2. Serve as career development resource personnel for teachers, counselors, and students.
3. Participate in part-time and full-time job placement programs.
4. Participate actively and positively in programs designed to reduce worker alienation.
5. Participate in career education policy formulation. (7)

In another USOE publication, the emphasis upon benefits of career education collaboration were stressed. It read:

> No part of society is more likely to benefit from career education than the business, labor, and industrial community. Employers and labor leaders have, for many years, pleaded for the schools to pre-

pare persons with skills and work values to make them productive, successful, and satisfied members of the labor force. If career education is to become a partial answer to such pleas, it will be essential that employers and labor organizations become active participants. More is required than simple cooperation with the formal educational structure, leaving it the primary responsibility. Rather, business and labor must become an integral part of the program. The definition of career education used here refers to 'the total effort of the school and the community.' (11)

Specifically addressing the benefits to be derived from community-school collaboration, a publication by the Center for Vocational Education at Ohio State University outlines them for both schools and business-industry related organizations and individuals. Those seven mentioned for business and industry were:

1. Cooperation with the schools insures greater input in the development and revision of the curriculum, guidance program, and educational policies.

2. Participation in career education activities provides an opportunity to better understand and evaluate the educational effort in terms of local community needs.

3. Participation by workers results in personal satisfaction from helping students develop their interests, abilities, and attitudes. to fear almost "shake in their boots" at the thought of having to organize and use an advisory committee.

4. The public image of organizations participating in cooperative educational programs probably will be improved.

5. Business and industry as a result of cooperation with the schools will have improved capacity for insuring that schools are properly training potential employees.

6. Prospective employees will leave school with better preparation and more realistic perceptions of the world of work and its demands. (24)

In yet another section of the same publication, a rationale for collaborative action is set forth. The writers believe that community organizations will, for one or more of seven reasons, want to cooperate with schools. Those mentioned were:

1. Involvement helps business and industry to meet their public service responsibilities;

2. Cooperation insures greater input in the development and revision of curriculum, guidance programs, and educational policies;

3. Participation in career education activities provides an opportunity to better understand and evaluate the educational effort in terms of local community needs;

4. Participation by workers results in considerable personal satisfaction from helping students develop their interests, abilities, and attitudes;

5. Participation in cooperative educational programs results in an improved public image of the organizations involved;

6. Students will leave school with better preparation and more realistic perceptions of the world of work and its demands; and

7. Most members of community organizations have a genuine concern for youth and want to do whatever they can to help each student realize his fullest potential. (24)

In spite of these known benefits, as well as reasons for collaborative actions, effective programs and activities will not occur without some changes in the business-labor-industry community. This, of course, is not meant to say that changes will not have to also be made in the schools. However, for this manual, attention is focused on the larger community. Major changes will need to be made if the "great expansion of opportunities for observations, work experience, and work study, called for by career education is to actually occur." Also, "the business-labor-industry community must be willing to work with school personnel in the establishment and operation of comprehensive placement programs designed to help students make a successful transition from school to work.

"A third basic change must consist of conscious and conscientious efforts on the part of the business-labor-industry community to improve both physical and psychological conditions in the workplace itself."

Later, in the same publication, a fourth change was mentioned: involving personnel from the world of work outside education as resource persons in the classroom and as consultants to educational personnel." (8)

Two other changes having major implications for business and industry were highlighted by Kenneth B. Hoyt and others. They were:

1. The provision of both work experience and work-study opportunities for teachers, counselors, and administrators regularly employed in formal education will also pose a major and costly problem for business, labor, and industry. It will be complicated to find means of carrying out such programs, hopefully on an exchange basis, that will work to the positive benefit of all concerned.

2. The need for advisory assistance from employers and labor organizations will increase greatly. Major problems will result when field visits by students, observational visits by educators, and data collection visits by career education technicians begin to occur in great numbers. Again, significant expenses, both direct and indirect, will be involved and must be paid. (11)

For these changes to occur, specific actions must be taken by the leaders in the community, particularly those in business, labor, and industry sectors. Among many possible actions, the U.S. Chamber of Commerce Publication, Career Education and the Businessman, lists ten major action suggestions believed necessary to be taken for the achievement of a comprehensive career education effort. Some of these are: exchange programs, field trips, work experience, job placement, occupational resource persons, year round school staffed partly by business-labor-industrial personnel, and retired workers as resource persons. The ten action suggestions are listed in Appendix B. For greater detail on each of the ten suggestions, the reader should also review Hoyt's book containing the chapter "Career Education and the Employing Community." (8)

For the community considering greater collaborative effort as well as the one ready to run, the writer suggests the other U.S. Chamber Publication, Career Education: What It Is and Why We Need It, also mentioned in the preface. This concise booklet gives practical, tested steps for getting started a community-school comprehensive career education effort. These steps are listed in Appendix C.

While recognizing many apparently valid reasons and benefits for cooperative activities, some cautions are in order. Each should be addressed by both school and community during the early stages of the development of comprehensive collaborative efforts. Among other potential problems, the primary ones outlined by the American Vocational Association are:

1. Business and industry are not equipped to educate, they are not academicians.
2. Employers do not wish to cause a rift between business and education.
3. Business and industry feel that young people are undisciplined and uninterested, and furthermore, it may be too early for them to choose a career.
4. Employers question their involvement because educators are being paid to do the job.
5. Employers are in business to make a profit and this program offers them no economic advantage.
6. Labor unions feel that the program may be counterproductive to their apprenticeship programs.
7. There are legal implications involved in employing students below a certain age and paying students in a training situation. (16)

Having provided this introduction, the remainder of the booklet will be focused upon the following: (1) coordination of collaborative activities; (2) types of programs and activities in the business industry sectors; (3) some national and local examples of these programs and activities; and (4) the role of the home.

CHAPTER II

COORDINATION OF SCHOOL-COMMUNITY COLLABORATIVE EFFORTS

Because the collaborative school-community efforts called for by career education are both comprehensive and extensive, many of its leaders are pointing out the need for coordination. Although there are differing suggestions as to how to coordinate and to whom the responsibility should be assigned, the consensus seems to be that "someone should be selected and some kind of coordinating agency should be established." (10)

On the nature of the career education movement and the need for such coordination, the following statement has been made by the American Vocational Association:

> Career education will call for a more comprehensive community plan than a school plan for education. Any definition of personnel development must include ancillary and adjunct personnel who can bridge the gaps between schools, homes, industries, businesses, labor unions, organizations, and agencies. New community-based remunerative jobs may well be the positions that coordinate educational experiences outside the school walls. (16)

From the many suggested means for coordination, the two which appear to be exemplary are a community career education action council and an industry-education council (The Hampden County Industry-Education-Labor Council, Inc.). Although the former, more than the latter, focuses on the needed changes within the education profession, both represent an attempt at bringing together all segments of the community in a concerted career education effort. Each also makes use of one or more paid career education coordinators. In the industry-education model, the coordinator is called an industry coordinator.

Burt has written about the role of the industry coordinator. He addresses his appointment, qualifications, work procedure, and specific tips for action.

An example of an industry education council is the Hampden County (Mass.) Industry-Education-Labor Council, Inc. (see Appendix D for a description of the council). Its thirteen activities as outlined in a booklet are:

Shadow Program
The World of Work
Career Planning Workshop
Awared Program
Industrial Directory
Vocational Education Handbook
Career Seminar Series
Superintendents' Meetings
Principals' Meetings
Guidance Counselors' Meetings
Mobile Career Information Unit
Pamphlet Series
Newsletter/journal

The composition of any coordinating council should be representative of the community at large. Although there will be variations from community to community, the following is typical of most lists of suggested categories of people.

1. Parents and organizations; with a particular concern for the home and family
2. Educators at all levels
3. Employers, trade union leaders, and other parties representing business and labor
4. Representatives from public agencies and elected officials
5. Other organized groups in the community, such as the civic clubs and professional organizations
6. Representatives of minority groups (25)

A community involvement coordination model developed by Ohio State University appears to be a useful tool in preparation for coordination community-school collaboration. The model depicts the decisions to be

made, organizational considerations, groups to be involved, and activities to be conducted. This model is included in Appendix E. (24)

Although much leadership for collaborative programs and activities has come from educators, the loudest call, according to many leaders in the career education movement, has come from the community--business, industry, and labor, in particular. Recognizing that there are those school systems where the superintendent and his staff demonstrate little or no interest in working together with business and industry, the leadership, then, must come from outside the schools. A helpful booklet prepared by Burt outlines strategies available to the community in its efforts to provide the needed leadership for collaborative programs and activities. The five strategies noted are:

1. Placing the manual with the top school officials
2. Working through the board of education
3. Working with a local affiliate of the National Association of Manufacturers and/or Chamber of Commerce, as well as the school board, to identify services available and consider specific recommendations and their implementation.
4. Industry sponsorship of a summer Community Resources Workshop for teachers and school officials to catalog and develop a delivery system for community resources
5. Development of a program of industry-education cooperation (1)

Each of the above strategies is discussed by Burt in greater detail.

Two examples of local coordination which have received their impetus from the community are those in Portland, Oregon, and New Castle County, Delaware. Although only a sketch of these is given here, the interested reader will find a fuller description by Hoyt in Career Education in the High School. (10)

Portland, Oregon

The Institute of Public Affairs Relations was formed by a group of area business/labor/industry leaders. This organization operates a central clearinghouse of community resources for educator use.

New Castle County, Delaware

The Educational Resources Association is a cooperative effort of the Dupont Corporation and the New Castle school system. Its three staff members consist of a community person (paid with Dupont's funds), a teacher, and a secretary.

Another strategy for coordination of community resources and activities is the development of a resource directory. Such a catalog is often prepared during a community resources workshop as mentioned earlier. It may also be developed by and used in connection with a community clearinghouse which "is vital to avoid duplication of effort by those responsible for collecting resource information." A directory, regardless of the form it takes and the manner in which it is developed, usually contains information on resources such as:

Resource persons
Field trip sites
Community organizations, agencies, and groups
Training stations for work experience
Materials, supplies, and equipment available for loan or donation. (24)

For those communities recognizing the necessity of coordinating resources and activities, Ohio State University's Center for Vocational Education has described in detail a step-by-step process for developing and using a directory of this nature. Briefly, the ten steps which are discussed will be listed here for the reader. They are:

1. Determine the geographic area to be included.
2. Prepare a map of the area.

3. Determine the kinds of resources to be included in the directory.
4. Identify the names, addresses, and telephone numbers of persons representing the desired resources.
5. Determine the manner in which information needed will be gathered.
6. Prepare survey instruments appropriate to each group.
7. Collect information for the directory.
8. Code and classify information.
9. Compile and publish the directory.
10. Update the resource directory. (24)

A typical example of the format for a community resource guide is that of the Fayette County (Lexington, Kentucky) public schools (see Appendix F). This guide represents the cooperative efforts of the following: Junior League of Lexington (collected money to finance the project); Rotary Club of Lexington (provided funding for duplication); Greater Lexington Chamber of Commerce (collected data from its members); and the Fayette County Public Schools.

The Fayette County Resource Guide also contains other types of helpful information. These include: (1) deciding when to use community resources; (2) a listing of local organizations; (3) request forms; (4) organization for the use of resource people; (5) planning for field trips; and (6) interviewing.

A bibliography of written materials dealing with community involvement in career education and the use of community advisory committees is included in Appendix G. The writer suggests that these sources be reviewed during the planning stages of community-school career education programs.

Coordination is a must for successful, comprehensive programs of school-community collaboration. However, there are several ways, probably many more than this writer knows, to achieve this end. How coordination is

to be accomplished must be a local decision; whether there should be coordination is not an appropriate question.

CHAPTER III

RESOURCES, SERVICES, AND ACTIVITIES INVOLVING SCHOOL AND COMMUNITY

Once the need for collaboration has been recognized and the proper vehicle has been chosen for coordination of a community's collaborative actions, the next step is to examine programs, activities, services, and other resources which meet the needs for the community. Some of these have already been mentioned in the previous chapters and others are commonly known. However, most of the major known ones, as well as many others, will be noted in this section.

A survey of two communities by Ohio State University sought to determine the order of importance given to each of four specific resources involving school-community cooperation. Although the results are likely not valid for every community, they do provide an indication of the rankings by two communities. Listed in their order of importance (from highest to lowest) were: work experience programs, field trips, resource persons, and advisory committees. Concerning these resources, Appendix H contains useful information for the reader. For the strategy of work experience, there is a list of advantages and disadvantages and a short bibliography. For assistance in field trips, a list of twenty planning considerations is included. Two helpful items are included on resource persons--a list of sixteen roles which could be assumed by volunteers and a list of six questions raised by the use of volunteers.

Two pages in Career Education and the Businessman are devoted to the use of retired workers as resource persons in schools to acquaint

students with the world of work. The basic idea is given, followed by assumptions and problems. Next, eight action suggestions are proposed. For example, one suggestion is that retired executives may be especially interested in working with gifted and talented students interested in entering the business world. (2)

In addition to the four resources discussed above, there are other significant career education activities calling for collaborative action. Appendix I contains an adaptation of Hoyt's list of ten of these actions. Two of these concern involvement of educators: (1) providing them with materials and activities to increase their knowledge and appreciation of the world of work and (2) providing them with work experience opportunities (paid or unpaid) within the community. (10)

Yet other activities provided by the community, especially for the educators, are discussed in Industry-Education Councils: A Handbook by NAIEC. These include activities such as a summer internship in industry and exchange programs between school personnel and business-labor-industry personnel. Of the five action suggestions outlined for exchange programs, one example is: get school personnel involved in working with industry on such things as BIE (business-industry-education) days or Junior Achievement programs. School and industry people need to know each other better before we try to set up any ambitious exchange program of school with industry personnel. (12)

Two other writers have outlined ways in which business and industries can aid schools by providing specific services. One source contains twenty-one types of assistance (see adapted list in Appendix J. The other notes sixty-two major volunteer services already provided to schools by industry and business (24). These services fall into five categories:

1. Improving school management and administration
2. Upgrading professional staff
3. Improving instructional programs
4. Improving public relations
5. Helping students

Because the list is extensive, it is not included in this manual. The interested reader may wich to acquire the booklet or the USOE document Career Education: The State of The Scene, which also includes this list. (22)

An important bit of information which community members should possess is that there is a legally mandated system for volunteer industry-education cooperation. This, along with other suggestions in this manual, may be useful to business, industry, and labor groups seeking to motivate the educational establishment to work together on collaborative efforts. Burt explains, "As strange as the juxtaposition of terms may be, there exists in the field of vocational-technical education a body of law at the federal and state levels requiring educators to organize formally and utilize the volunteer services of business and industry." (1)

Community groups, as well as educators, must realize that each stands to gain from properly planned and coordinated collaborative efforts. Here is how one writer described the reciprocal advantages to school and community.

> In the case of organizations such as fraternal groups, service clubs, church groups, some governmental agencies, student volunteer organizations, and other service oriented organizations, it is rather convenient to find a common denominator between the career education goals of the school and the objectives which the aforementioned groups have set for themselves. Many of these organizations are actually searching for opportunities, such as career education, to meet the directives of their charter. Some are specifically organized for civic service. Others are philanthropic in nature, some are more attuned to educational projects, and still others concentrate on gains for particular groups which have been discriminated against. It is usually to the advantage of these organizations, as well as to

the school, to enter into a cooperative endeavor through which each can assist the other in achieving their respective goals.

> The advantages to private business and industry, on the other hand, vary considerably from the categories previously mentioned. The businessman considers career education as a pragmatic answer to many of his everyday business needs. Career education can very clearly help his profit picture and efficiency level--both short and long term. In short, the businessman can be approached on a dollars and cents basis, emphasizing the school's interest in better trained and educated graduates, in students who have the ability to relate to the public as well as their partners on-the-job, in providing easy access to a pool of pre-screened talent, in on-the-job counseling, in allowing the businessman to participate in redirecting areas of the curriculum that particularly relate to his business needs. While emphasizing the preceding advantages of special concern to business, it should also be recognized in fairness that the business community is also strongly motivated by the public service commitment that also influences other community organizations and it is equally important to call these motives to the businessman's attention. (24)

Although space limitations will not permit a full discussion of successful examples of collaborative programs and activities, the reader should refer to Appendix K for some of the most typical of these. The first group contains seventeen illustrations of community persons serving as career development resource personnel for students and educators. (22) Next, twenty-one descriptions are given of observational work experience and work-study opportunities for botn students and persons who educate. (22) After that, several effective examples with which the writer was involved in Florida are included--a community services program, a career exploration program, adventures in business program, and a business-industry tour series. These Florida examples also include information on procedures and forms used in their implementation. Finally, a brief writeup is included concerning other activities in two Florida counties--Manatee and Sarasota--with which the writer also worked.

In addition to the local activities such as those just noted, there are nearly a dozen national career education collaborative efforts which have been reported. These are sponsored by groups such as corporations,

the U.S. Chamber of Commerce, professional organizations, churches, and the National Association of Manufacturers and National Association for Industry-Education Cooperation. At least twelve of these major national programs are well developed, with another seven emerging (see Appendix L). (10)

As a fitting conclusion to this chapter on resources, services, and activities, mention will be made of several helpful materials contained in Appendix M for community persons and organizations involved in other school-community activities such as speaking to students, newsletters, and workshops. Two helpful "how to do its" contain proven techniques for making effective presentations to students. The first list (26) gives the following categories of tips to the prospective speaker: (1) before the presentation; (2) the presentation: captivate; (3) educate; (4) motivate; (5) after the presentation; (6) specific questions to have in mind (elementary, junior high, senior high). A second group of suggestions (24) are arranged under four topics: content, length, delivery, and after your classroom presentation. Two other cookbook approaches are included for newsletters, along with a sample school-community newsletter. Then, for persons involved in workshop planning and implementation, a step-by-step proven procedure is outlined.

The resources, services, and activities highlighted in this chapter are to be considered exemplary and representative of career education activities around our country. However, the reader should be aware that, in all probability, many others, yet unreported, or unavailable to the writer are being conducted in many local areas of the United States. Hopefully, the ideas and examples in this chapter will encourage the reader to implement some of the appropriate activities in his/her community, as well as continue the search for the other unmentioned ideas for collaborative programs and activities being conducted.

CHAPTER IV

PARENT INVOLVEMENT IN CAREER EDUCATION

Because the role of the parent is such a vital part of any discussion of school-community efforts, this chapter is devoted to the topic. It will contain statements on the recognized importance of the parental role; examples of activities for parents to do with their children; and a bibliography of articles on the topic of parental involvement.

The importance of the role of the parent as educator is generally accepted, as noted by the following quotes from educational literature:

> Few would doubt that parents exercise the greatest single influence upon educational and career choices of their children. Yet, though most parents are aware of their responsibilities to their children they have little concept of how they can aid in their children's career development. (9)

> The home environment is the foundation for the development of fundamental values, attitudes, and skills which are the central factors of career success. The influence of the school and society on the child is infintesimal in comparison to the home influence during the first five to eight years of life. If a child has had an unfortunate beginning, he can have attitudes altered; but this is a process that could take a lifetime. (9)

> Educating for vocational development will never be the exclusive job of any one person or agency. Each of us must share the responsibility, and the part played by the parent may be the most important of all. (15)

> Until and unless parents become partners in career education, the school system's efforts are unlikely to be very successful. (18)

> (I)ts (home) influence far outweighs that of the school. (23)

Although parent involvement in the schools offers many opportunities, this chapter will focus on those suggested activities which could be conducted within the home and/or community. For each of eight areas of career development, one typical suggested activity will be given. The areas are:

career awareness, self awareness, educational awareness, economic awareness, decision making, employability skills, attitudes and appreciations, and beginning competency and skill awareness. The activities are taken from "Career Education and Your Child: A Guide for Parents" (19) containing many suggestions for each area.

Career Awareness

A child's knowledge of a wide number and variety of occupational and educational choices is important in facilitating growth toward his/her career maturity.

Seek out information about and examples of hands on opportunities for learning in areas of interest to your child. Encourage and reassure him/her at appropriate times. Let your child examine and use tools of various trades and professions. (Some schools have kits with tools used in different occupations. Many tools can be rented from businesses. Some libraries or other agencies have tools which may be borrowed.)

Attitudes and Appreciations

The home has a significant influence on a child's occupational attitudes and appreciations, including an awareness of the necessity and importance of work as productive contribution both to individuals and society.

Give your child work responsibilities at home as a means for helping him/her to understand how these efforts contribute to the family's welfare. As your child successfully performs in one task, he/she will be encouraged to find success in others as well. Typical examples of home tasks are: making beds; washing dishes; keeping own room straightened; helping with pets--feeding, health care, training; and complete lawn care--mowing, trimming, fertilizing, watering, etc.

Self Awareness

The self-concept of a child is formed by his/her interactions with others and their responses to his/her actions. Educational achievement and occupational choice are strongly influenced by the child's self-concept.

Because your child will usually act according to your expectations, you can affect his/her self-appraisal and subsequent behavior by changing your own expectations. For example, identify areas where you know improvement is possible. Discuss these with your child. By way of illustration, instead of the usual "I knew you

would leave a mess; you always do," change to "I am expecting you to clean up after you finish (throw away, sweep, put away)." Think of other ways in which you respond negatively to your child and change your expectations as well as what you say.

Decision Making

Since basic attitudes concerning earning and spending money are formed in the home during the elementary years, this topic provides many opportunities for learning about the decision-making process, as well as economics.

A family should involve its members in making some decisions, particularly those affecting all or most members--trips, major purchases, voluntary moves, where to go for dinner, etc. Members should look at the importance of all alternative choices supporting reasons and information as well as their order of importance as they seek to make a decision.

Economic Awareness

A child needs to develop an awareness that all the goods and services available to him/her are possible only through the cooperative efforts of many workers.

Use questions which arise naturally to explain the necessity of work and the cooperation of many persons. Typical questions include: Where do we get our bread? How does the store get its vegetables and fruits? Assist your child in finding the information in books or by asking the right person(s). Also try to stimulate thinking by answering questions with questions, such as: What do you think? How do you think we could find the answer?

Education Awareness

A major factor in assuring a child's desire to achieve is a clear understanding that it is realistically possible to reach his/her educational or vocational goal.

Talk with your child about occupational areas of interest to him/her. Discuss the opportunities at varying levels of training, e.g. in the health field: doctor, physician assistant, nurse, lab technician, teacher, medical secretary, orderly. Whenever possible, arrange for your child to work in a job as volunteer and/or talk with one or more of them to provide awareness of the careers and their educational requirements.

Employability Skills

In the home, the first workplace known by the child, interpersonal relationships, including the ability to communicate effectively, must be developed as a basis for getting along with others in one's career.

> Learning to listen for and follow directions, necessary aspects of communications, are basic to employability in all careers. Teach these skills by giving your child opportunities for assembling models, cooking from recipes, giving directions orally and following oral directions given by others.

Beginning Competency

As a basis for effectiveness as a worker, whatever the occupation, a child needs to develop certain competencies.

> By example and purposeful teaching, provide feedback to your child on standards concerning work he/she has done. It should include praise for effort and well-done aspects, but also suggestions for improving. Your child will be more accepting if you also evaluate your own work in this way and, occasionally, permit your child to do likewise.

In order for the career education emphasis to make an impact upon our schools and, ultimately, our children, more will be required, however, than the provision of information and suggestions for activities as presented here. One of the most important requirements is a change of parent attitudes in several areas. Four of these areas are:

> Whatever positive potential for career education exists through viewing the home as a place of work matters little if parents fail to capitalize on this potential. It is apparent that few are doing so today. Thus, if this aspect of career education is to be made effective, a massive program of parent education must be undertaken so that parents will be both inclined and able to make this happen. This, then, is the first example of parent attitudes to be changed.
>
> A second example of needed changes in parent attitudes is illustrated by the pervasive needs of the false worship of the baccalaureate degree as the best and surest route to occupational success for their children. This false attitude is much more prevalent among parents than among their children.

> For the schools to attempt to present educational alternatives to students as differing in kind rather than in innate worth will be only minimally successful so long as parents continue to believe that, for their children, a college degree is necessarily a desirable goal.
>
> A third example of parental attitude that must be changed lies in helping parents accept and endorse the inevitability of some form of work as an essential part of the lives of their children.
>
> Finally, a fourth example of needed change in parent attitude is that toward vocational education programs offered at both the secondary and at the post-secondary school level. (11)

Particularly important for secondary level students is the need for understanding educational alternatives as noted in item two above. Some educators have taken steps to provide this information, such as Levenson (see Appendix N) an occupational specialist in Manatee County, Florida. Mrs. Levenson's handout for students and parents identifies six options available to the student.

Knowing the areas in which attitudes must be changed is important, indeed, for working with parents. Another consideration, however, which is involved in attitude change, is knowing and satisfactorily addressing questions parents raise concerning career education and its emphasis upon school-community collaboration. Some of these key questions are:

> I send my child to school to study the three R's. Why are you teaching him about careers?
>
> Why are you trying to persuade my child to enter vocational educ.?
>
> Why are you trying to make my child choose an occupation?
>
> How can my child learn when he isn't in school?
>
> How can my child learn when it's so noisy in the classroom? (8)

Although much more could be written on the parent role, the interested reader is challenged to secure other materials on his or her own. To assist in this task, a bibliography of articles dealing with parents' involvement in career education is presented in Appendix O. Armed with

these articles and the parent manual described previously, the reader will have a sound basis for working with parents to increase their effectiveness in contributing to the career education emphasis.

APPENDICES

U. S. Chamber of Commerce Publications on Career Education

Two publications dealing with career education have been published by the United States Chamber of Commerce. The most recent one, Career Education: What It Is and Why We Need It from Leaders of Industry, Education, Labor, and the Professions, is the result of a cooperative effort by representatives of these groups to provide pertinent information on present practices and potentialities of career education. A definition of career education is given along with arguments for why we need it, helpful ideas for its implementation, tips for speaking to students, and basic organizational steps necessary to launch a career education effort.

An earlier document titled Career Education and the Businessman: A Handbook of Action Suggestions resulted from the First National Conference on Career Education sponsored by the U.S. Chamber of Commerce. Based on ten concepts of career education such as work experience for all high school students, exchange programs between business-labor-industry personnel and school personnel, and occupational resource persons from the business-industry-labor community, the publication suggests cooperative actions between and among school and community groups.

Copies of these two documents may be obtained from the U.S. Chamber of Commerce, 1615 H Street, N.W., Washington, D.C. 20006. Prices are $2.00 and $1.50, respectively.

Career Education and the Businessman
A Handbook of Action Suggestions

Approximately 240 of the nations' leading businessmen, educators, and labor leaders gathered in Washington, D.C. February 28-March 1, 1973, to participate in the First National Conference on Career Education sponsored by the Chamber of Commerce of the United States.

Each of the ten concepts presented here represents a concrete proposal for involvement of the business-labor-industry community in a comprehensive career education effort. Reactions of conference participants to these ten proposals are incorporated in the "Action Suggestions" section for each. Several observations regarding these "action suggestions" are appropriate.

Finally, it is important to understand that the purpose of this Handbook has been primarily one of stimulating cooperative action on behalf of Career Education between school and business-industry-labor personnel at the state and local level. We have been primarily concerned about specifying concepts to be considered with providing broad, beginning suggestions for action. Specific program planning and implementation must be done in each locality. We need to begin now.

For each of the ten proposals, the following are discussed: basic idea, assumptions, problems, and action suggestions.

1. The concept of exchange programs between business-labor-industry personnel and school personnel?

2. The concept of field trips for students?

3. The concept of work experience for all high school students?

4. The concept of school-industry job placement programs?

5. The concept of establishing occupational resource persons from the business-industry-labor community?

6. The concept of the year-round school running 16 hours a day 6 days a week and staffed partly by business labor industrial personnel?

7. The concept of using retired workers as resource persons in schools to acquaint students with the world of work?

8. The concept that work should become more personally satisfying to the individual worker?

9. The concept that every student leaving school should be equipped with a marketable job skill?

10. The concept that every student leaving school should, if he desires, be able to find work?

SCHOOL/COMMUNITY COLLABORATION:

HOW TO GET STARTED

In every system and community there are some common processes involved in getting started. The basic steps of a suggested approach are sketched here:

Organize a "starter group" that includes school board members, school administrators, teachers and their association (union) representatives, and counselors, as well as representatives of business, labor, women's organizations and minority groups; obtain resource materials in career education.

Explain the career education concept and how it will benefit students and teachers, as well as employers and the community generally.

Encourage the school board to provide for the in-service education of teachers and to establish a schedule for the implementation of career education.

Build public support through PTA forums and local radio and TV panel programs.

Survey employers, labor unions, women's groups and minority organizations, and talk to the employment service to learn trends in job skills. Identify companies that will provide work orientation for students and teachers, including part-time paid and unpaid employment.

Analyze and recommend priorities for action: where should limited resources be applied? At what grades will you first begin?

Identify ways of incorporating the career education concept into the curriculum, based on recommendations of teachers and their association (union) representatives, and of local leaders in various careers.

Provide for continuous review and revision of the program.

THE HAMPDEN COUNTY INDUSTRY-EDUCATION-LABOR COUNCIL

"Yeah, I'm a graduate. I went to school for 12 years, got pretty good grades . . . worked real hard and now I'm selling fast food, making the minimum along with a bunch of other kids, some of them still in high school and most of the others, dropouts. That diploma's not even a good fishwrap."

That bitter student is the product of an educational misfortune. Students with this type of attitude and frustration result from educational programs which are improperly attuned to their labor markets. And that ex-student is a lucky one, that graduate's got a job.

Today, fewer than 6 out of 100 new jobs demand muscle alone. Brain power, mixed with dexterity and some skill base are necessities to a youth's realistic career aspirations. The Hampden County Industry-Education-Labor Council, Inc. (IELC) exists because education is the frontier between our young people's present and all of our futures. It exists because educators and concerned leaders from organized labor, business, and area industries all have come to realize that they share a community of interest with today's students.

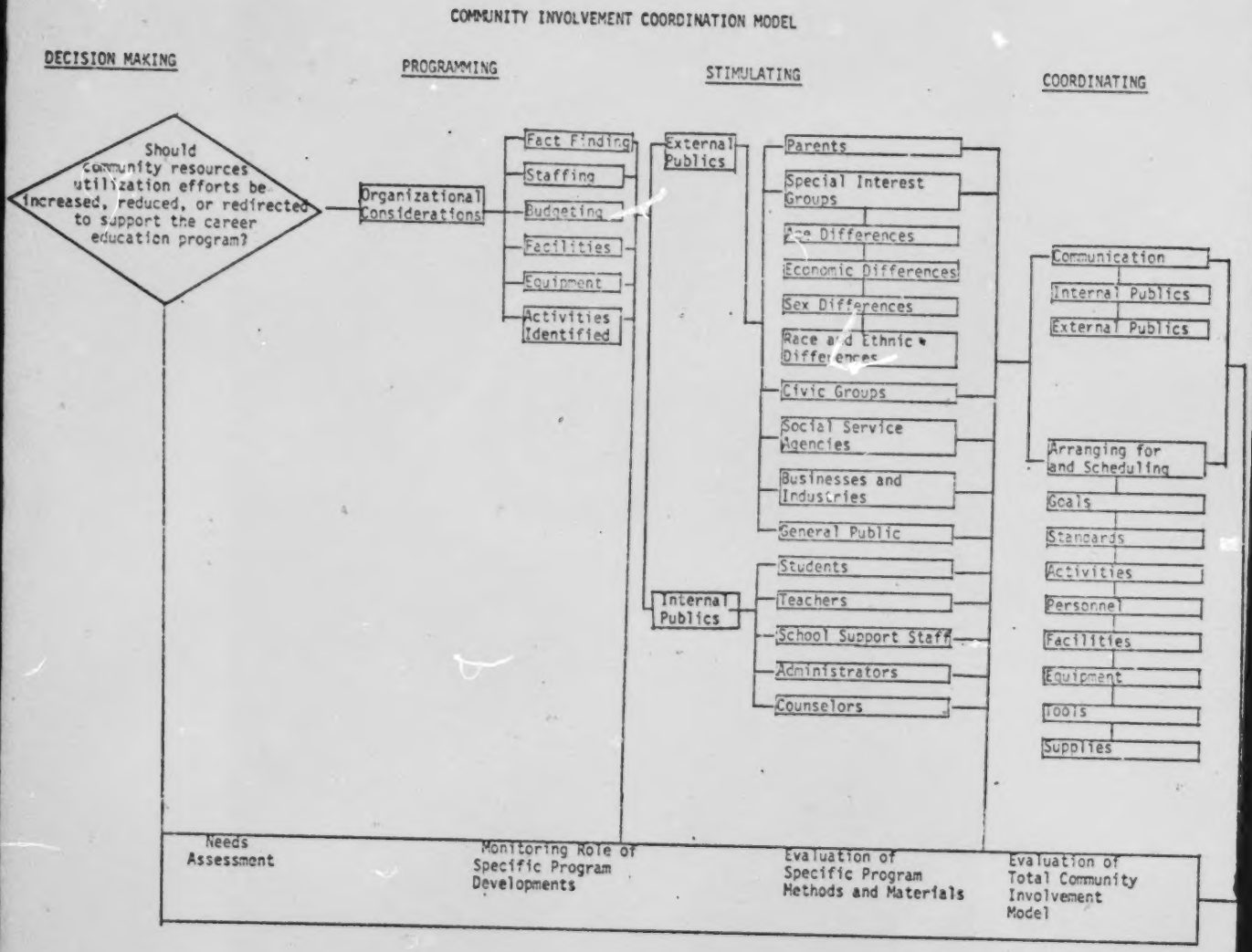
The Council is composed of concerned citizens from all over Hampden County with an interest in an efficient system of occupational education. We're interested in building an educational system that provides youth with realistic aspirations, skills, and intellectual flexibilities. An educational system that builds upon traditional offerings in kindergartens through graduate schools and allows its graduates to participate in, grow with, and, if necessary, change county

labor markets. Most significantly, the Industry-Education-Labor Council exists to help the educators and the youth in every possible way because we realize that the ultimate wealth of our part of New England lies in our rich, skilled, and very decent human resources.

There's no traditional bridge in the American system between education and work. The Council is Hampden County's bridge. It's a formal mechanism to provide educators with transitional help for their students entering local labor markets.

The Council is channelling business, labor, and educational talent to aid students in preparing appropriate skill packages and career plans to meet their needs. The real problem locally is to supplement the many resources of educational guidance programs with coordinated support from labor market institutions.

To hit its targets the Hampden County IELC is currently working on a number of projects. In cooperation with the County's labor organizations, Chambers of Commerce, educators, and leading firms, the programs have been designed to blend the needs of industry and labor with those of area educators.


COMMUNITY INVOLVEMENT COORDINATION MODEL
DECISION MAKING
PROGRAMMING
STIMULATING
COORDINATING
Should community resources utilization efforts be increased, reduced, or redirected to support the career education program?
Organizational Considerations
Fact Finding
Staffing
Budgeting
Facilities
Equipment
Activities Identified
External Publics
Parents
Special Interest Groups
Age Differences
Economic Differences
Sex Differences
Race and Ethnic Differences
Civic Groups
Social Service Agencies
Businesses and Industries
General Public
Internal Publics
Students
Teachers
School Support Staff
Administrators
Counselors
Communication
Internal Publics
External Publics
Arranging for and Scheduling
Goals
Standards
Activities
Personnel
Facilities
Equipment
Tools
Supplies
Needs Assessment
Monitoring Role of Specific Program Developments
Evaluation of Specific Program Methods and Materials
Evaluation of Total Community Involvement Model

COMMUNITY RESOURCE GUIDE
FAYETTE COUNTY PUBLIC SCHOOLS
LEXINGTON KENTUCKY

ORGANIZATION

Smith R. Armstrong, III DMD-PSC
2130 Nicholasville Rd.
40503

REFERENCE

Cluster 11
Field Trip yes
Speaker yes
Demonstrate yes
Individual yes
Resources *

*possible

PRODUCT-SERVICE

Dental care

CONTACT

Dr. Armstrong, dentist
Vivian Undershmidt, secretary 278-0576
Tisha Smith

JOB TITLES	Speak Demonstrate
Sec.-receptionist	X
Sec.-bookkeeper	X
X-Ray technician	X
Chair-side assistant	X
Preventive therapy assistant	X
Laboratory technician	X
Hygienist	X

12

FIELD TRIPS

Yes X No
Grade Levels 10-12
Number of Students 1-2
Time of Day
Day of Week
Time of Year

INDIVIDUAL OPPORTUNITIES

Observe Work yes
No Pay Work yes
Job Training yes

RESOURCES

Will permit photos or video tapes.

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Work-Experience Programs:

Advantages and Disadvantages to Business and Industry

Advantages

1. Is a source of trained workers with some job experience
2. Provides a means of working with the school in keeping training up-to-date
3. Decreases taxes to the extent that unemployment rates go down or remain low
4. Is a good public relations technique
5. Coordinator and school assists in finding new employees
6. Coordinator may serve as outside consultant for company problems
7. Coordinator may assist a "new" job supervisor in developing supervisory techniques
8. Assists youth in making appropriate career choices

Disadvantages

1. Inconvenient to employ part-time workers
2. Expense of completing forms for school and Department of Labor
3. May be time consuming if coordinator visits too often or at inconvenient times
4. The expense and inconvenience of inexperienced workers who are slow or make mistakes
5. Students may not be available for work during the busy part of the day

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School/Community Considerations for Planning Effective Field Trips

1. The trip hosts are contacted to schedule a planning meeting with the teacher (and possible student representatives).

2. The teacher goes personally to the trip site for the planning meeting.

3. The teacher provides hosts with a written list of the educational objectives to be achieved by the trip.

4. The teacher provides the host with basic information about the class--grade level, size, previous career education experiences and special interests.

5. The basic information on the trip site is obtained from the host:
   --Names and background of hosts
   --Name and basic products and/or services of the company
   --Maps and/or pictures of the trip site
   --Safety regulations and equipment required
   --Nature and scope of facilities
   --Provisions for cover in case of bad weather
   --Meal and rest room facilities
   --Availability of facilities for student comfort, e.g., chairs for discussion sessions
   --Names and telephone numbers of contact persons for further reference

6. Teaching techniques for the trip consistent with class characteristics should be suggested by the teacher.

7. Things to be viewed, information to be covered, activities to be included, and teaching procedures to be used in order to achieve the educational objectives should be agreed upon by the teacher and the trip hosts. (A draft for discussion should be prepared in advance through cooperative planning by teacher and students.)

8. Agreement should be reached with the trip host on the role of the teacher during the trip.

9. The data and time of arrival and departure for the trip should be established.

10. Arrange an alternate trip date in case of bad weather for trips that can only take place outside.

11. Plan with the host for any materials and equipment needed that will not be available at the trip site.

12. Plan with the hosts for accomodation of small groups, public address equipment, or facilities for discussion and/or direct individual involvement.

13. Inquire about literature available. Obtain for advance study by students where possible.

14. Suggest that hosts wear name tags.

15. Obtain permission from hosts for any recording of the trip (pictures, tapes, etc.) and/or any teaching materials to be collected.

16. Check with the hosts on insurance coverage.

17. The route to be traveled, travel time and any limitations (construction in progress, bridge load limitations, etc.) should be determined by the teacher.

18. The consent of the hosts should be obtained if information about the trip is to appear in public media.

19. The teacher and the hosts should agree on the type of and procedures for trip evaluation.

20. Following the planning meeting, the teacher should send a follow-up letter confirming the details of the trip.

Potential Roles for Volunteers

Career counselor assistants

Career discussion leaders and listeners

Resource and activity supervisors

Neighborhood home-school coordinators

Referral agency school-home coordinators

Business and industrial tour guides

Role players

Work simulation supervisors

Career cluster aides

Basic education tutors

Special education task-development helpers

On-the-job training supervisors

Work-sampling consultants

Career cluster coordinators

Preapprenticeship sponsors

Advisory committee and task force committee members

QUESTIONS RAISED BY THE USE OF VOLUNTEERS

1. How could industry handle constant calls for field trips so that some work settings are not so bothered as to hamper productivity, while others never have visitors?

2. How could industry and school personnel work together to ensure that new learnings result from such field trips and repetitive duplication of students' experiences is avoided?

3. Who would, or should, answer students' questions raised during field trips?

4. Workers are a source of information about life styles involved in occupations. To what extent do workers need special training in order to perform this service?

5. Should workers who are unhappy in their occupations be asked to talk to students as well as those who are happy?

6. Will industry give people time off the job to speak to students in schools?

EVALUATION OF SCHOOL INVOLVEMENT BY RESOURCE PERSONS

1. Name of Person _____
2. Title _____
3. Business or Agency _____
4. School Visited _____
5. Dated _____
6. How would you rate the experience from a personal viewpoint? Check one.

   Very Satisfactory _____
   Satisfactory _____
   Unsatisfactory _____

7. What aspects of the experience were most pleasing? _____

   _____

   _____

8. What aspects of the experience would you change if you were to do it again? _____

   _____

9. Were the overall arrangements for the visit well planned? Yes __ No __
10. What suggestions do you have for improving the experience--both for yourself and the students? _____

    _____

11. Would you like to receive feedback from the teacher and students regarding your presentation? Yes ___ No ___

Please complete and return in the envelope provided to: (Appropriate name and address)

CAREER EDUCATION ACTIVITIES CALLING FOR COLLABORATIVE EFFORTS

1. Preparing career education materials (books, pamphlets, other printed material) for use in the classroom.

2. Conducting career education experiences for students in classrooms.

3. Providing observational experiences (including shadowing experiences) for students in the business-labor-industry community.

4. Providing career exploration experiences (including both unpaid work experience and internships) for students in the community.

5. Providing part-time and full-time job placement programs for students.

6. Providing unpaid work experience for students related to productive use of leisure time.

7. Developing vocational simulation equipment and exercises for students for use in discovering occupational interests and aptitudes.

8. Providing direct experiences for students in decision making.

9. Providing staff development materials and activities for educators designed to increase their knowledge and appreciation of the world of work.

10. Providing work experience opportunities (paid or unpaid) for staff persons in education within the business-labor-industry community.

POTENTIAL ASSISTANCE FROM COMMUNITY ORGANIZATIONS

1. Assisting in the development of school policies.
2. Helping in the formulation of school objectives.
3. Assisting in the development of specific programs.
4. Providing business and industry personnel to schools for teaching and other services.
5. Helping in the development of curricula relevant to the world of work.
6. Providing industrial equipment and machines to schools for use in instruction.
7. Providing raw materials to schools for use in instructional programs.
8. Furnishing school teachers and counselors with information on educational requirements for various jobs.
9. Providing the schools with information on manpower needs.
10. Assisting the schools in the development and use of aptitude and achievement tests.
11. Evaluating the physical plants of schools in terms of the layout of facilities, the use made of facilities, etc.
12. Furnishing other instructional aids (e.g., sample kits of raw materials, finished products, exhibits, training aids, etc.) for use in classroom and shop instruction.
13. Furnishing schools with directories of business and industry resource persons.
14. Arranging for visits to business offices and industrial plants by teachers and staff.
15. Conducting seminars on various topics for teachers and staff.
16. Assisting in the management of schools in various ways (e.g., budget preparation, financial planning, transportation planning, procurement advice, etc.)
17. Providing financial support for student recognition programs (scholarships, campersships, and other awards).
18. Providing public relations support for the schools and thier programs.

19. Providing one-to-one tutorial assistance.

20. Providing interviewing, testing, and placement assistance.

21. Providing feedback on performance of graduates and information on continuing education needs.

ILLUSTRATIONS OF THE BUSINESS-LABOR-INDUSTRY SERVING AS CAREER DEVELOPMENT RESOURCE PERSONNEL FOR STUDENTS AND EDUCATORS

We established a service group, called the Leon Service Volunteers (LSV) which is an organization composed of parents and others in the community giving of its time, knowledge, talents, and energies in order to improve the scope and depth of educational experiences offered students, K-12. LSC resource persons are available to assist any teacher who is planning a Career Education activity which would benefit from the use of one or more resource persons. After the teacher completes the original request form, the LSC coordinator institutes a search for the resource person, pulls cards of previously registered volunteers and/or searches out a new resource person from the community. LSV selects and obtains a commitment from the resource consultant. (Tallahassee, FL)

A Business and Industry Advisory Committee representing the 15 cluster areas recruits members to serve as speakers and to help develop an effective speakers list, a job site visitation list, and volunteers for almost any reasonbale career concept activity. Results have been excellent, but it is important to give these people something to be responsible for. (Glendale, AL)

Invite a panel of representative career people in the community to talk with a faculty group. Ask the panel questions such as: "What do you expect from the workers you hire?", and "What skills if any, do your workers seem to be lacking?". Allow for panel and teacher interaction, and the meeting should allow teachers and community people to think about improving education together. (Helena, Montana)

We went to a local senior citizens group and asked them to work with students on a one-to-one personal basis. The resulting experiences made the senior citizens feel useful, while involving young people with persons in the community whom they would not usually contact. (Cashmere, Washington)

Members of business-industry-labor serve as consultants in curriculum development; for example, prior to developing units in economics for secondary students, the above-mentioned members were asked to identify areas which their experience showed them were not adequately covered in the school curriculum. These areas served as the content of the units. Before submission for class testing, the units were reviewed by members for relevance of content, balance and general usability. Results of this cooperative curriculum development were gratifying in two ways: the instructional material is relevant, and teachers and business persons had an opportunity to meet on common ground to discuss and gain a mutual understanding of the problems and goals of each. (Mansfield, OH)

Employers in our area agreed to furnish "booths" in a classroom with hands-on tools and pictures, as well as equipment about their job areas. The materials were translated by our project staff into short lessons for 5th and 6th graders. Each student has a directed activity, as he looks, hears, touches, and responds to business and industry's contributions. (Syracuse, NY)

Our local gas and electric company constructed a "Career Wagon" for use in elementary schools. This was done in conjunction with our in-service program. Much publicity, public relations work, and cooperation by the school district staff, resulted in good "P.R." for both school and business. Students loved it. (Syracuse, NY)

Members of our business community have shared in orientation programs and in leading small group discussions on business-education dealings and feelings about youth. As a result, these people have given us more support than we have frequently been able to utilize. Business personnel serve as members of our Career Education Advisory Committee. (Minneapolis, Minn)

We utilized the conference phone as a media to promote interaction between the community and the classroom. The telephone contains three microphones and an amplifier which makes it possible for a classroom to hear and participate in a telephone conversation/interview with community resource people. The Career Resource Center completed rental arrangements for the equipment, introduced equipment to principals of all corporation schools, was responsible for demonstration workshops in elementary schools, organized experimental conference calls in the high schools, and are in the process of producing a yellow pages directory of resource people. (New Albany, Indiana)

Business, labor, industry, and professional community members have been involved in several projects to develop educational media for student use. Usually the company or business supplies the location and funds necessary, while the District provides the professional expertise for the production. (Woodbridge, NJ)

The establishment of an advisory board on Career Education, utilizing the opinions of members of the business community, may slow down the implementation process of the program in your district, but if longevity of the philosophy is sought, the goal is worth the sacrifice. We have also found through experience that community members are more willing to speak to students when the latter question them with issues that are of concern. Resource people do not enjoy having to prepare a presentation. (Joliet, Illinois)

Community businesses were contacted by "door-to-door" summer canvas. Two of the staff members interviewed members of the business-labor-industry community and had them fill out forms, telling at a glance the services offered. Civic clubs responded quickly when asked to act as speakers and resource persons; in fact, such clubs became competitive about giving service in career education. Women's clubs, PTA, and church groups requested members of our staff to speak on career education. The community provided jobs and set up an advisory council to help set policy for career education. (Sand Springs, OK)

The Community Index, the Yellow Pages of Volunteer Human Resources, has had nearly 1,000 resource people involved in classrooms, library, individual tutoring activities, and the scheduling of field trips. The results of the program have been excellent, and we have found that it is better to start small and expand, giving teachers and industry good public relations. When a teacher wants to use our services, he or she will fill out a resource person request form and provide us with a description of the type of resource desired, the date, the time, curriculum area, subject matter to be discussed, and the number of students. The teacher should allow 2 weeks for the service; the school volunteers office then selects a resource from the files and makes the phone contact. After the verbal commitment has been made, a written confirmation is sent to the resource person, teacher, and principal. When a teacher requests a resource we do not have on file, we attempt to locate it or a satisfactory substitute. (Springfield, Mass.)

A resource list of business and community people was compiled and put on cards for easy distribution. Once a person expresses a desire to participate, his name, career, and other pertinent information is kept in each school in card file form so that easy updating is possible. (West Palm Beach, FL)

Law day was held so that the lawyers, policemen, fire chief, and firemen could talk to students about laws pertaining to their areas. Engineer day was also held for questions and anweres from students to engineers in the community.

Each student selects a teacher whom he/she feels understands him/her or whom he/she would like to get to know. This teacher selects a person from the community, either in relation to the student's interests or who has influenced him/her. The teacher meets with the student regularly (5 to 10 hours a week) along with the community "impact" person. The team seeks to help the student weigh the advantages and disadvantages of his/her career choices, to explore career opportunities, and to come to a better self-understanding. (Ashland, Nebraska)

EXAMPLES OF BUSINESS-LABOR-INDUSTRY PROVISION OF OBSERVATIONAL WORK EXPERIENCE AND WORK STUDY OPPORTUNITIES FOR STUDENTS AND EDUCATORS

In Lafayette Parish, Louisiana, the business, labor, and industrial community unites with the School Board to provide cooperative programs through which students may obtain job skills and experiences in a business setting. Jobs are filled on a salaried basis, part-time or full time. When undertaking such programs, care should be taken to insure that they are based on student interest and needs, as well as those of the community.

In the Work-a-Day Experience, sponsored by the Rotary Club, students indicate three businesses which they would like to visit for a day. Members of the Rotary Club and individual counselors match students with a business where a Rotarian has worked. He/she invited the student to "shadow" him/her for a day. (Raleigh, North Carolina)

The Occupational Mix Program allows juniors and seniors to have 2 to 4 weeks released school time to work in various fields. Students are not to be paid or instructed in particular skills, but are to acquire a general picture of the skills, attitudes, and behaviors necessary to be successful in a work area. They are supervised by an "Occupational Mix" coordinator as well as their counselors. The program has been so successful over the past 2 years that we are hiring a full time coordinator so that students may be placed in jobs throughout the year. (Coatesville, PA)

The Youth Employment Services, Inc. (YES) assists in bringing together short-term and odd-job employers and students. The district program for gifted students includes "Executive Internship" placements and other shadowing experiences for a number of students. (Tallahassee, FL)

Our occupational schools program is designed to prepare special education students (handicapped) with skills that will enable them to obtain jobs. Lay persons with selected skills are contracted on an hourly basis to develop suitable skills for these youngsters. Areas involved include carpet laying, carpentering, automotives, and hotel housekeeping. The teacher, with the assistance of State office personnel, coordinators the training phase and is also responsible for job placement. In the past 3 years, the percentage of students who were able to obtain jobs upon graduation has ranged between 90% and 100%. (Honolulu, Hawaii)

With the help of a number of individuals, in and out of the educational field, we developed a slide presentation to explain what Career Education is, how business-labor-industry became a part of such a program, and give a description of the need behind their direct participation in the program. After these people had been introduced to what we were attempting to do, letters were sent out, asking if they would participate. Response has been excellent. (Omaha, Nebraska)

The establishment of work-sample stations within the business in the community allow for skills and interest development begun in the Career Resource Laboratory. One period of 4-week voluntary employment is supervised by the employer and the school program coordinator. Participating employers and students receive preparatory instruction and submit work evaluations upon completion of a work interval. (Harwich, Mass.)

Senior High students were released from the school for a period of from 1 day to 5 full days. Armed with camera and tape recorders, they were asked to observe and to make a slide-tape presentation upon return. The original idea was to use the tape recorder to record reactions of persons within industry to their particular jobs; this did not work well, so students were asked to make their own ideas a part of the presentations. The project has met with great success. (Cashmere, Washington)

Younger students were sent out with parent volunteers to spend from 3 hours to 1 full day in a business or industrial establishment. The students were asked to return to the classroom to make a report on what was observed. Students were taken from the school to business by parent volunteers. (Cashmere, Washington)

As a result of sharing with employers in the community, the Guidance Department and Chamber of Commerce agreed to set up a career exploration experience. This initially involved 25 students who had identified career interest areas. Students were sent letters by the Chamber, inviting them to spend 1 1/2 days with a company having opportunities in their career interest area. The program began with a short introduction, coffee, and rolls. The students were then taken to their company or business to learn and explore their career area. The program closed on a successful note with a lunch and brief speech by a local company president. It was successful enough to warrant expansion to involvement by 50 students next year. (Northampton, Mass.)

We developed a 1- to 3-day release program into the community for students in grades 9 through 12. Since it is a short-term release experience, it needs to have a good deal of structure tied into it and some degree of permanency in the work-related experience sites. After going through a series of preparatory steps, including experiences in self awareness, values clarification, research of occupational information, and decision making, the student chooses a site to visit from a list of approximately 60. He/she is urged to investigate on his/her own in the community for a site geared toward his/her interests if the list does not seem to fulfill them. Once a site has been chosen, a contract is drawn up between the counselor and student, dealing with the types of activities to be undertaken once at the site. A debriefing session with evaluation is used following completion of the experience. (McKeesport, PA)

A new program to be initiated is the "Work Experience Career Education Project for 14- and 15-year-olds"; these students have been identified by staff as potential dropouts. Results can be seen next spring. We have found that very few people respond to a written questionnaire when asked to be resource persons; dealing with community members on a one-to-one basis brings a much more positive response. (Toledo, Illinois)

Work experience is coordinated between the local community college and the local high schools. A coordinator was employed by the regional service center (Intermediate Education District); 20% of his salary is paid by the college and 80% by the secondary schools. His job is to emphasize public relations with the business-industry community, as well as to coordinate work experience coordinators at the college and high schools (approximately 70 people). He is not an authority figure, but rather a resource guide.

Our junior high students are involved in community shadow studies. After assembling a list of community business people willing to cooperate, the teachers would ask for volunteers. Students filled out forms describing what they want to learn, and they complete, post-questionnaires upon coming back from the shadowing experience. Employers have been impressed with the attitudes and questions that young people have. What a way to get involved! (Lincoln, Nebraska)

Resources utilized from the community provide information about employment and training. Manpower projections provided by EDD, U.S. Chambers of Commerce, and labor organizations concerned with career and vocational education are very helpful. We have attempted to develop a closer working relationship between the school and labor unions. We have also recognized that industry views the student as lacking basic skills and decision-making ability necessary to these occupations.

We have noted that study trips are more meaningful to students if they cover a full day and allow the student to pursue a one-to-one relationship with a worker. This way, the student receives a deeper knowledge of exactly what the worker does. Students are allowed and encouraged to pursue occupational study in communities both similar and unlike their own. (Richmond, CA)

Institute of Public Affairs Research (IPAR) is an organization of businesses in the Portland area responsible for coordinating the use of community resources by the school systems in the Portland area. Resources include speakers, observation, and work stations, as well as on-the-job interviews. (Portland, Oregon)

A county-wide medical careers program provides clinical experiences for over 100 students. The community health care agencies and personnel have been extremely cooperative and involve students for a period of 20 weeks, 1 day per week, for 5 hours a day in the workings of health care facilities. The working arrangements provide a one-to-one relationship between professional and student. (Champaign-Urbana, Illinois)

The Chamber of Commerce and the Career Education Department worked cooperatively to enlist professions and businesses not ordinarily associated with typical diversified occupations, distributive education, and cooperative education programs. Objectives were to have these community professionals "adopt" students for periods of observation and work experiences. Students involved were mostly "college prep" kids, interested in law, medicine, and engineering, who would not normally be included in career internship experiences during the school day. (Upper Marlboro, MD)

Job orders for students are developed through regular contacts made by the Information Placement and follow-up personnel with employers, either directly, or through the Chamber of Commerce, the Career Education Policy Advisory Committee, and cooperative education teachers. These are added to those of the Job Bank Listings of the Florida State Employment Services whose service has been contracted for our project. (Tallahassee, FL)

The Los Angeles County (California) Alliance for Career Education and Industry Education Councils were devised with members from business, industry, government, and labor and represent more than 100 separate groups. The Alliance sponsors work experience, observational and work study activities for students of the Los Angeles City Schools, as well as a Career Expo '75 to provide career awareness information to 198,000 students. The Personnel Exchange Program allows teachers and counselors to explore work environments.

We have an active industry committee that is willing to give input and expand hands-on experiences for students through part-time employment. The group is most willing to offer its plant sites for field trip locations. In addition, group members are providing their facilities and personnel to assist the school in developing an extensive visual bank of materials to be utilized at the junior and senior high levels. The materials highlight work stations, student protographers take the slides, any many recent graduates from our schools are shown using work skills. When slides are ready, business personnel write a "dime store" description to be run simultaneously with the pictures on a separate slide. These materials are placed for use by students in study carrels to occupy free "dreaming time." (Watertown, Wisconsin)

COMMUNITY SERVICES

Students will be allowed to earn (1) elective credit through participation in an approved Community Service Program.

With the addition of Community Services Courses to the "Program of Studies", students have the widest latitude of course selections with which to complete their high school education.

A certified staff member will be assigned to supervise the student's activity to insure that: (1) time (2) evaluation and (3) FTE requirements are satisfied. Parent's permission is required for those students enrolling in these courses.

Supervision Student 6191 Elective Full Year Grades 10-11-12 1 credit
Community Services - Amigos De Las Americas

PREREQUISITE: Student must be 16 years of age and qualify according to the official program application procedures.

Student will volunteer to participate in an intensive training program which will culminate in a (4) week summer field program in Central or South America. A basic knowledge of Spanish is required. Students will also be expected to assist in meeting necessary expenses in order to participate in the program. A five dollar ($5.00) application fee is required. For information, contact your guidance counselor.

Supervision Student 6191 Elective Full Year Grades 9-10-11-12 1 Credit
Community Service...Candy Stripe Program Half Year ½ Credit

This program is sponsored by the Sarasota Memorial Hospital Auxiliary. After completing an in-service course, student will work in various areas in the hospital according to their preference and schedules. An application and interview will be required.

Supervision Student (Community Service...Recreation Trainee)	6191	Elective	Full Year Half Year	Grades 9-10-11-12	1 Credit ½ Credit

This program is co-sponsored by: (1) the City of Sarasota Recreation Department and (2) the national "Exploring" program. It offers high school students an opportunity to gain experience in the field of recreation through a formal in-service training program and also includes active participation as a volunteer in various recreation activities.

GUIDELINES
FOR APPROVING COMMUNITY SERVICE PROGRAMS
TO BE INCLUDED IN PROGRAM OF STUDIES

1. Complete description of program must be submitted to the Associate Superintendent for Instruction.

   Description must include:

   Philosophy

   Objectives

   Administrative procedures

   Activities and/or curriculum

   Evaluation methods

2. Must meet all requirements of State Department of Education.
3. Approved by School Board of Sarasota County as a part of the official district's Program of Studies.
4. Participating programs must agree to send a formal certificate of program completion for each student to their high school. The statement must be signed by the individual directing the program and include the number of hours attended and a statement as to the level of student performance. (See sample attached).

Sarasota County Public Schools
Community Services

CERTIFICATE OF COMPLETION

THIS IS TO CERTIFY THAT:

_____ from _____ High School
Student School

has successfully completed _____ hours in the

_____ Community Service Program.
Title

_____ _____
Date of Completion Program Director

Student Performance: (Check One)

Excellent _____(A)

Very Good _____(B)

Good _____(C)

Fair _____(D)

Please return this certificate to the Director of Guidance at the student's school.

CAREER EXPLORATION PROGRAM

PURPOSE: To allow individual high school students an opportunity to visit and explore, once each semester, a specific work area in the community

RESPONSIBILITIES OF . . .

SCHOOL

--explain program to students

--counsel students requesting program

--make appointments with participating sponsor--determine length of visit for student

--keep Career Exploration Program directories up-to-date with information provided by citizens committee

--keep records of visits and follow-up information

STUDENT

--investigate and make decisions regarding exploration choice

--obtain permission form from guidance office

--obtain required signatures. . .
parents
counselors
teachers

--make up any work missed

--provide own transportation and lunch

--leave evaluation form for program with participating sponsor

--complete student evaluation

--dress appropriately

--ask relevant questions

PARTICIPATING SPONSOR

--complete participation form

--expect contact from school

--be prepared to offer students a worthwhile experience
They should learn:

what your work involves

what abilities your work requires

what skills and training are necessary

what products are involved, if any

career potential in this field

--complete and mail brief evaluation form provided by student

CAREER EXPLORATION PROGRAM

Instructions for Use

One person from the guidance staff at each high school should be responsible for coordinating the program. The remaining staff members should be familiar with how the program functions.

Students who wish to participate in the program should visit the coordinator. They will decide on a specific area they wish to visit and get a permission form. Once a specific job title is identified, the coordinator will look through the index of titles (5 x 8 cards) provided, to see if such a title is included. If the title is not found, a related job title may be identified.* When the desired title is found, the coordinator will check the numbers found on the title card. All participating sponsors who have agreed to have students visit them are numbered and included in a directory of sponsors. Using the number as a guide, the coordinator will locate the sponsor's participation form in the directory. On those cards where there is more than one number, please contact the sponsor who is closest to your school. Each sponsor has designated a contact person to be called by the coordinator to develop plans for the student's visit.

The coordinator should discuss various interests of the student with the contact person to help the sponsor plan his activities and insure a

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*If it is impossible to identify a job title or sponsor, feel free to call the Career Education office for assistance in locating the desired resources.

worthwhile visit for the student. Once a time and date has been agreed upon, the coordinator should enter the necessary initial information in the monthly log (Form provided).

After the students have had the permission forms completed, but before their visit, they should be given a student evaluation form to be completed after their visit and return it to the coordinator. They will also be given an evaluation form to leave with the participating sponsor to complete with a stamped envelope that should be returned to the student's school.

Both student and sponsor evaluations should be attached to the monthly log and sent to the Career Education office at the end of each month.

Updating information will be sent to the coordinator at each school on a monthly basis by the Career Education office. Any corrections to the program which are identified by the coordinator should be called in immediately to the Career Education office.

CAREER EXPLORATION PROGRAM

STUDENT EVALUATION

Name of Student _____ School _____ Grade _____

Name of Participating Sponsor _____

Date of Visit _____ Contact Person _____

* * * *

Please circle the number following each phrase which best represents your feelings.

1. Most Favorable 2. Good 3. Average 4. Fair 5. Unfavorable

	(Circle One)
--The manner in which you were received	1 2 3 4 5
--The value of the visit to you	

As a result of your visit, did you learn:	(Circle One)
--What type of work is involved	yes no
--What abilities are required	yes no
--What skills and training are necessary	yes no
--What the career potential is in this field	yes no

Please write a brief paragraph in the space provided below or on the reverse side of this evaluation form giving your reaction to the day's experience.

_____

_____

_____

_____

_____

_____

CAREER EXPLORATION PROGRAM

PARTICIPATING SPONSOR'S EVALUATION OF STUDENT VISIT

Name of Student _____ School _____ Grade _____

Name of Participating Sponsor _____

Date of Visit _____ Contact Person _____

* * * *

Please circle the number following each phrase which best represents your feelings.

1. Most Favorable 2. Good 3. Average 4. Fair 5. Unfavorable

	(Circle One)
--Punctuality of student	1 2 3 4 5
--Student's appearance	1 2 3 4 5
--Interest and enthusiasm displayed by student	1 2 3 4 5
--Behavior of student	1 2 3 4 5
--The value of the visit to the student	1 2 3 4 5
--The value of the visit to you	1 2 3 4 5
--Would you like to know the students' reaction to their visit	yes no

Please feel free to make any additional comments or suggestions to improve this program in the space provided below or on the reverse side of this form.

_____

_____

_____

_____

_____

_____

SARASOTA'S BUSINESS/INDUSTRY TOUR SERIES

A continuing business/industry tour series, sponsored by the Sarasota County Schools' office of career education, with the cooperation of local organizations, is providing selected secondary teachers with first-hand opportunities for relating the concepts and skills taught in their classes to their use in specific occupations. Begun in November of last year, the activity has enabled fifty-two educators to tour Coast Federal Savings and Loan Association and Wellcraft Marine Corporation with a spring tour of twenty more individuals scheduled for the Hyatt House.

Dr. John Pellctti, supervisor of career education, explains that the program enables the teachers to learn about company operations, general employment needs and requirements, and orientation and training of new employees. Upon returning from the tour, they complete a school/work relationship form as well as make a formal presentation to their respective faculties.

The participants have been enthusiastic about the series. Most have stated that the tours have been worthwhile and would like to attend more than one of them. Further, they have given no evidence of difficulty in completing the requirements for which they receive inservice credit. Dr. Pelletti indicates that the written reports by the participants have been excellent.

Designed to create an interface between parents, educators, students, and businessmen, the series is well organized with respect to clearly defined objectives, a list of teacher behaviors expected upon completion of the program, and specific step-by-step procedures for conducting such a tour. Other helps include a list of suggested topics for discussion during the tour by the business or industry representatives, and the following items for the teachers: an outline of points to cover in their report to faculties, the school/work relationship form, and a form for evaluating the tour as well as making suggestions for changes, recommendations, and other types of information to be included in future tours.

Further information is available from: Dr. John Pelletti, Office of Career Education, Sarasota County Schools, 2418 Hatton Street, Sarasota, Florida 33577.

ADVENTURES IN BUSINESS TO TAKE PLACE IN MID AUGUST

The School Board of Sarasota County has approved "Adventures in Business", an in-service training program for high school teachers recommended by the Sarasota County Chamber.

Sarasota County will be the third area to participate in this pilot project. Lakeland and Tallahassee have been other participants thus far. The Program is jointly sponsored by the Florida Chamber, a local Chamber, the Florida Council on Economic Education of the University of South Florida, and the local School Board.

U.S. Home of Florida and Coast Federal Savings and Loan Association have thus far agreed to be business sponsors of the program. Other business participants are now being sought.

In Adventures in Business, 20 teachers visit seven businesses to learn first hand about the way business works--manufacturing, banking, motel and restaurant operation, retailing, construction and development, a utility. Each business sponsor hosts the teachers, and explains how certain economic principles operate concretely in its business. Some principles that might be illustrated are: return on capital investment, value added, how a business identifies its market, how it responds to changes in the market, risk factor evaluations, the impact of new technology.

The Florida Council on Economic Education, based at USF, assists the sponsor in preparing its program prior to the teacher visits.

Rollie Hinton, Florida Chamber staff coordinator, has a commented that "One important change in our thinking was that our 'Adventures in Business' program should concentrate on encouraging a better understanding of business among teachers as well as students. Hopefully, by zeroing in on the teachers, they will in turn be equipped to give better instruction on free enterprise to their students."

Richard Self of U.S. Home of Florida is chairing the Education committee "Adventures in Business" subcommittee.

Source: Sarasota Chamber of Commerce Newsletter

Career Education Work Experience:
Field Trips for Secondary Teachers

A. The objectives of the in-service program will be

1. To give the teacher an overview of the functions of a specific industry or business.

2. To acquaint the teacher with the specific occupations associated with that industry or business.

3. To identify for the teacher the duties and responsibilities of workers in those occupations.

4. To expose the teacher to the kind of school experiences that a student must acquire before engaging in the actual work activity.

5. To give local business/industry an opportunity to inform teachers how the schools can help meet their needs and ways in which local business/industry can serve the schools and the students of Sarasota.

B. Upon completing the in-service program, the teacher

1. Will be able to relate concepts and skills taught in the classroom to their use in specific occupations.

2. Will have identified the values, interests, abilities, needs, and other self-characteristics as they relate to occupational roles.

3. Will be able to describe opportunities, potential satisfactions, required roles of workers and other related dimensions.

4. Will be able basically to describe modern work structure, work environments, and organizational characteristics.

C. The in-service program will be conducted as follows:

1. The Career Education Office will identify a field trip site, a business or industry in the community.

2. The Career Education Office will meet with personnel at the site to arrange details of the visit including date and time required to complete the visit. At that time company representatives will be given the Business-Industry Tour Information Guide suggesting the types of information teachers might expect from the company.

3. The Career Education Office will notify the principal and the occupational specialist in each secondary school that a trip has been arranged and request selection of a specified number of staff to participate.

4. The principal and/or the occupational specialist will explain the in-service program to the school staff including what to expect on the tour and the requirements for in-service credit. Selection of participants should be made only after the faculty understands the program.

5. The occupational specialist will submit to the Career Education Office the names of the participants and will be the contact person for questions and completing necessary forms. If needed, participants will be required to arrange for their own substitutes. Funds to pay for substitutes will be provided through the in-service program.

6. Participants will be notified of time and place to meet. Business-industry representatives will conduct the tour.

7. Upon returning to his/her school, the participant will receive from the occupational specialist an evaluation sheet to critique the experience and a School/Work Relationship form to describe in one or more paragraphs how the concepts and skills taught in his/her classroom are used in the specific occupations viewed during the field trip.

8. Participants will be responsible for making a formal presentation to their respective faculties as the last requirement of the in-service program. The Career Education Office will provide each participant with an outline to assist them with the presentation.

D. The participant will receive up to 10 hours exploratory in-service credit for each experience provided that he/she

1. attends the full session.

2. completes the evaluation

3. submits the School/Work Relationship form to the Career Education Office for approval.

4. makes a formal presentation to his/her faculty.

Additional in-service hours up to a total of 60 can be earned through future participation in the program.

GROUP PRESENTATION
OUTLINE OF POINTS TO COVER

1. Describe purpose of company or organization
2. Describe your tour (where you started, areas or departments visited, and functions of each).
3. Careers identified
4. Employment opportunities.
5. Orientation, in-house training, incentives.
6. Educational needs of potential employees.
7. Implications for education.

NAME _____

SCHOOL _____

DATE _____

SCHOOL/WORK RELATIONSHIP FORM

1. Which of the skills/concepts that you teach were identified as needs by the employer?

2. Explain how each of the above is used. Be specific.

3. What specific new knowledge did you gain from the tour?

4. Explain how you will apply the new knowledge listed above to improve your instruction and your curriculum. Be specific.

CHAMBERS OF COMMERCE AND SCHOOLS: TEAMING

Career education as a movement has reemphasized the need for school and community cooperation. Nationally, as well as locally, this trend is evident to many educators and persons in business/industry. Both the Manatee and Sarasota chambers of commerce are increasing their support of the activities of the schools.

In Sarasota, for example, news articles and other mailouts have been sent to members informing them of school career-related activities and encouraging their support. With the assistance of the Chamber, extensive public service radio time has been provided for highlighting career placement activities for graduating seniors. This year, not only the chamber, but also, the Sarasota Area Manufacturers' Association is assisting in the job referral program for graduating seniors.

Manatee's education committee, as did Sarasota's, assisted in the planning of the Community Career Line newsletter designed to promote two-way communication between schools and the business community. During May, the committee hosted a meeting of the Manatee County occupational specialists, career education staff, school officials, and consortium representatives to hear first-hand about local career education activities. The chamber also has planned two other significant activities: (1) a special fall orientation for new teachers and (2) a luncheon program on the topic of the business community's concern for the school's role in teaching students about the free enterprise system for public and private school social studies teachers.

Major National Programs Involved in Career Education

Junior Achievement, Inc.--Maureen Walenga, 550 Summer Street, Stamford, CT 06901 outlined four major projects: (1) Project BUSINESS--being readied this year to offer business consultants and 18-week curriculum guides for junior high school classes; (2) Economic Awareness Program; (3) Summer Jobs Programs, for minority groups primarily and (4) the regular Junior Achievement program now in 250 communities.

General Motors Corp.--Dr. Chester Francke, Director of Educational Systems Planning, 3044 West Grand Boulevard, Detroit, MI 48202, reviewed the recent GM policy Statement on CE, said 12 of the 150 plants now assigned a CE coordinator to work on CE with schools have very active programs, and offered help to other corporations in formulating CE policies.

Chamber of Commerce of the United States--Tom Walsh, Director of Education and Manpower Development, 1615 H Street, N.W. Washington, DC 20062. According to Walsh, the C of C has made CE a top priority for more than four years, supporting federal legislation, state and local chamber efforts, preparing printed statements, and now actively participating in formulating plans for the Houston CE Conference.

Business and Professional Women's Foundation--Lenora Cross, Executive Director, 2012 Masaachusetts Avenue, N.W., Washington, DC 20036. Ms. Cross pointed out that BPWF has a conseling program for women 25 and over, and, together with APGA, has a Carnegie Foundation grant that allows them to serve as consultants to schools in developing more effective career counseling for women.

Girl Scouts of the U.S.A.--Nancy Garfield, Director, Evaluation Unit, Program Department, 820 Third Avenue, New York, NY 10022. The Scouts have recently added a new section on "World of Work" to the Brownie scouts handbook; have a model program "From Dreams to Reality," a career exploration program in health careers; and have 350 Girl Scout Councils trying to coordinate a national effort to reduce occupational sex role stereotyping.

National Association of Manufacturers and National Association for Industry-Education Cooperation--Lee Hamilton, Past President, 1776 F Street, NW, Washington, DC 20006. Among the major NAM programs are: a new directory to tell 150 member companies what each is doing on industry-education cooperation, and an effort to appoint industry-education coordinators at Federal, State and Local levels--they have one in each state now, even though some are part-time. NAIEC has booklets on how to set up community resource workshops, a new program on training high school placement counselors, and programs to help train K-12 teachers to use local business resources for classroom activities.

American Telephone & Telegraph Company--Richard Arnold, Room 538, 195 Broadway, New York, NY 10007. AT&T has 300 people calling full-time on schools to infuse CE concepts, and has a new film "Getting It Together" for use in trying to interest other business firms in working with CE concepts and the schools.

National Alliance of Businessmen--Lorraine Whipple, 1730 K Street, NW, Washington, DC 20006. Primary effort of NABS is finding jobs for disadvantaged. Its new focus is on prevention and career development. General remedial efforts include career guidance institutes and a youth motivation task force primarily for high school English classes.

General Electric Corp.--Joseph Bertotti, Manager, Corporate Educational Relations, 3135 Easton Turnpike, Fairfield, CT 06431. GE offers six-week summer seminars for 50 counselors at a time with credit from sponsoring universities; an "Educators and Industry Program" in which educators visit E plants, also for credit; an "Expo Tech" traveling road show for junior high school stduents interested in hands-on exploration of engineering work; and a "Career Choice for Minority Youth Program" that is credited with a four-fold increase in the past three years in the numbers of minority persons enrolling in engineering.

Boy Scouts of America--Norman Berg, Associate Director, Exploring Division, North Brunswick,NY 08902. With 400 full-time professionals in the U.S., plus funds from the American Medical Association, American Bar Association, and the Coleman Corporation. Exploring has established explorer posts in health occupations, law enforcement, and environmental education, and has a computerized career interest card system that feeds data into local communities to help encourage local business to sponsore Explorer posts where students show greatest interests.

United Methodist Church--Richard Bauer, Executive Secretary, Office of Personnel, Board of Higher Education and Ministry, P. O. Box 871, Nashville, TN, 37202. It is looking for some 100 pilot sites to provide and share study papers on the formulation of action programs in CE involving local churches.

American Cyanamid Corporation--William J. Elliot, Manager, Educational Relations, Public Affairs Division, Wayne, NJ 07470. Working with the National Education Association, Cyanamid is helping to form the "NEA Industry Council" with a September meeting planned involving 200 large corporations. Focus of the program will be to involve local plant managers with local teacher associations, form joint committees to serve as clearinghouse of materials and resources, and help change attitudes of educators and business persons.

For a detailed report on each of the above community career education programs, see Career Education in the High School, by Kenneth Hoyt, et al. In addition to these twelve programs, there are seven other emerging community resource programs described by Hoyt. They are: (1) National

Council of Churches, (2) American Legion, (3) The Comprehensive Employment and Training Act of 1973, (4) Rotary International, (5) Organized Labor, (6) The all-volunteer armed forces, and (7) New York Life Insurance Company.

SOME TIPS ON SPEAKING TO STUDENTS

Before the Presentation

Prior to meeting with the students, it's a good idea to talk with the teacher who has requested your assistnace. Such a conversation will allow you to:

Arrive at a clear understanding of what you are expected to do and how much time will be allotted for your presentation.

Learn the general characteristics of your student audience--their ages, interests, abilities, and background in the topic area--so that you may adapt your presentation to their level of attention and comprehension, and avoid talking over their heads, or, equally important, talking down to the students.

Advise the teacher of any special needs you may have--filmstrip or movie projector, tape recorder, record player, miscellaneous demonstration equipment, etc.

If you have an opportunity, you may want to rehearse your presentation. After all, even NASA has trial runs, and you'll be amazed at what it will do for your timing!

The Presentation: Captivate

Use the introductory segment of your presentation to "captivate" your audience.

Relate your topic to the immediate experiences and concerns of the students. Show the connection between the topic area and the work they are doing in school. Let them know how this information is, or could be, useful to them now as well as later in their lives.

Put yourself on friendly terms with your audience. This can be done by relating a humorous anecdote, telling an interesting story having to do with your topic, or simply adopting an informal, conversational speaking style.

Educate

There are a number of ways of maintaining the interest of the students as you "educate" them in your topic area.

Don't rush. Proceed systematically, covering one point at a time. Emphasize key points by repeating and/or summarizing them.

Consider using audiovisual aids to illustrate or clarify major points. Check to see that all the students can see and hear what you're presenting, and once you're through, remove each item so it won't be distracting later on.

Display and/or demonstrate tools or instruments associated with your career.

Actively involve the students in your presentation if you can. You may ask them to participate in a task or assist in a demonstration, or you may decide simply to direct questions to them. No matter what age level you're working with, you'll find you get a much better response if the students can do something, rather than just listen.

Motivate

In your concluding remarks, "motivate" the students to further exploration in your field.

Pass along any ideas you have for activities that might appropirately follow up your presentation.

If you have such resources as brochures, pamphlets, posters, or pictures available for distribution, leave them with the students to reinforce the effects of what you've done.

After the presentation

Conduct a question-and-answer session if you feel that the time can be properly used to clarify issues or correct misconceptions.

Allow time to circulate any items you may have brought along to share with the class. By waiting until you have completed your presentation to do this, you will avoid the risk of competing with your own materials!

. . . Now, for some specific questions to have in mind in telling Everything You Ever Wanted to Tell About Your Occupation or Profession:

Elementary, Grades K-6

What are the duties of my occupation or profession?
Must I wear special clothing on the job?
What are my working hours?
What equipment or instruments do I use?
What are the working conditions--indoors, outdoors, noise, temperature?
How are the subjects that are taught in school useful in my work?
Which subjects have been the most helpful to me?
In what ways do I depend on other people to help me do my work?
In what ways do others depend on the work I do?
How does society benefit from my work?

Junior High, Grades 7-9

In addition to any or all of the above:

What kinds of interests and abilities would tend to help a person be successful in my field?
What are the physical demands of my work?
What personal qualities are important?
What factors caused me to select this occupation or profession?
What are the rewards of this type of work? The drawbacks?

Senior High, Grades 10-12

In addition to any or all of the above:

What educational preparation is required--high school, trade or technical school, college, on-the-job training, apprenticeship?
What jobs could young people do to help prepare them for this type of work?
What general salary range, fringe benefits, and vacation time are typical?
What are the opportunities for advancement?
What are the opportunities for travel?
Is this work performed in all parts of the country? During all seasons of the year?
How will technology affect my career?
In what other areas could I use my knowledge and skills?
How does my career affect my personal life?

Adapted from material prepared by: Center for career Development, Mesa Public Schools, Mesa, Arizona.

SUGGESTIONS TO RESOURCE PERSONS FOR EFFECTIVE PRESENTATIONS

Content

Have an interesting opening to help establish initial support with your audience.

Have a few "barometer" questions ready for determining how much the group already knows about the subject and to involve them immediately.

When using a specific example for further clarification, select one which might have been experienced by your audience. Talking down to your audience is as undesirable as talking over their heads.

The extensive use of dates or statistics should be avoided whenever possible. They cloud the main ideas and are not retained by the students.

When introducing what you think might be unfamiliar terminology, take time to write the word on the chalkboard or use an overhead projector with a transparency and explain the meaning. If you ask students, "Do you know what _____ means?" they will often say "yes" when, in reality, they do not.

Visual materials (slides, charts, diagrams, artifacts, etc.) should be incorporated into your presentation whenever possible. These help immeasurably in keeping the students' interest at a high level.

Plan a presentation which does not "preach" but allows students to draw some conclusions of their own.

Brief pauses in your presentation are important to give your audience a mental break.

If you would like to hand out materials, please clear this with the teacher before the start of the presentation.

Allow time at the end of your presentation for students to ask questions, comment on the subject matter, or look at materials you used in your presentation. The following types of questions will be of interest to most children:

1. What do you do on the job? (Children are interested in how school-taught skills fit in with real work).

2. Why did you take this job? Did others agree with your thinking?

3. What tools do you use? Is there a special way of talking about your work?

4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

5. What part of the job do you like best? Why? What part of it do you wish you didn't have to do? Why?

6. Who depends upon your work? Upon whom do you depend for your work?

7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have a job where you have to be nice to people all day--even people who are crabby and ill-mannered?

9. What inventions could put you out of work?

10. Are people with your kinds of skills usually needed--even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your kind of work limited to geographical areas?

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

12. About how much money can a person earn in this kind of work? Is there a chance of getting a lot of money all at once? Of losing a lot of money quickly?

13. What do you see as the main advantages of your job over others you may have chosen? The main disadvantages?

Length

The length of your presentation should be governed by the age of your audience, varying from about 20 minutes for a kindergarten class to 45 minutes for older students. Presentations without visual aids should be shorter than those that provide a variety of interesting materials.

If your presentation is to elementary students and is more than 30 minutes long, it would be wise to plan a "stretch break" for the students at a halfway point.

During the question and answer period following your presentation, if your audience is obviously getting restless, take the initiative to stop any further questions immediately or say, "I'll have time for just two more questions."

Delivery

An effective presentation should not be rushed. The content should not be so extensive that this would be necessary. Give the students the feeling that you want to spend the time with them.

Try to involve your audience whenever possible by directing questions to them or asking for their assistance in demonstrations, etc.

The attention of your audience will be improved if you maintain eye contact with them so that they feel you are speaking to them personally.

Disciplining, if necessary, is the responsibility of the teacher. If you feel that proper order is not being maintained, ask the teacher for assistance.

It is advisable not to pass artifacts around or distribute other materials during your presentation as this draws attention away from you. Time should be allowed at the end of the session for the students to see things.

If you have artifacts for the students to look at but not touch, please make this request known.

For elementary grade presentations, it is better to ask the students if there is anything else they want to know rather than if they have any questions (some have difficulty in making distinction between asking questions and simply relating information).

Try to leave the class with a "challenge" for them to do further research after you leave.

If you are bringing artifacts, particularly small ones, it is suggested that you mount them on cardboard or some other material.

Try to avoid last minute cancellations. If a cancellation does become necessary, please notify the teacher involved immediately.

If you are using your own projector, be sure to have a spare bulb with you.

After your classroom presentation

Please include your suggestions for how your experience could have been improved and your suggestions for other information that should

be included in the "Suggestions for Community Resource Persons" on the evaluation form you received and return it to the teacher or resource coordinator's office.

Often elementary students will write thank you letters to you after your visit. If time permits, try to respond in some way with a brief note addressed to the class.

If you have any questions about your presentation, if you need help in preparing new visual materials, or if we can help in any way, remember that the teacher and/or resource coordinator will be glad to assist you.

SCHOOL/COMMUNITY NEWSLETTERS: CONSIDERATIONS FOR PLANNING, IMPLEMENTATION, AND EVALUATION

by
Dale H. Melton, Curriculum Specialist
Florida's Career Education Consortium

PLANNING

1. Conduct an informal survey and brainstorm with representative individuals and groups to determine educational areas not presently being reported or needing more emphasis.
2. Investigate costs and alternative choices for printing, addressing, distribution, typing, and composition.
3. Prepare a preliminary proposal containing the following considerations: (1) major objectives, (2) types of articles, (3) recipients, (4) printing, (5) addressing, (6) distribution, and (7) artwork. For each of these items provide cost figures and, whenever advisable, identify alternative routes.
4. Through individual contact with key educators, such as adult coordinators, vocational/technical directors, continuing education personnel and community persons, including chamber of commerce officials, chamber education committee members, and other knowlegeable individuals, present the proposal and invite reactions. After that, modify the proposal in light of the reactions received.
5. Develop a rating sheet for types of information proposed for the newsletter. The data obtained from this instrument has potential for providing direction to the editorial staff in the selection of items to cover.

6. Hold joint or separate meetings, as appropriate, with informed educators and members of chamber educational committees to discuss the revised proposal and concurrent opportunities for commitment by both groups. Outline commitments needed, such as furnishing mailing lists, providing contact persons for newsworthy items and, if possible, financial support. Consider the role of the publication and its potential effect on existing newsletters, educational columns in local newspapers, and other media. Ask the participants to rate the proposed items of information so they can be ranked by perceived order of importance.

7. Obtain mailing lists from appropriate sources, such as: chambers of commerce (membership lists, voluntary organizations), schools (cooperative education personnel, occupational specialists, counselors, and administrators), and government agencies (employment service, vocational rehabilitation, social-welfare services). Determine the method of addressing (addressograph, computer labels or direct printing, typing or other), and begin work on this phase. Work out an efficient system by organizing your list by zip codes (necessary if bulk mailing is to be used).

IMPLEMENTATION

8. Prepare a pilot issue with selection of news items based on the ranking in #5. Distribute the issue to persons involved in the planning (#4, #6) and other selected persons,

as appropriate. Invite their reactions as to format, content, style, and other considerations.

9. Revise the pilot issue in light of pertinent reactions received. Then, make arrangements for printing and distribution of issue one to the recipients identified earlier (#3).

10. Upon distribution of the first issue, give consideration to methods and costs involved in key operations. Consider, for example, such processes as folding, stapling (or fastening), stuffing and sealing (if envelopes are used), and mailing. Mechanical and electrical aids such as folding machines, computers, mimeograph or offset presses (for return address, bulk rate stamp, or addresses) should be considered carefully as alternative means for increasing efficiency.

11. Refer to "How To Do It -- that is, a Career Education Newsletter" by Dr. Dale H. Melton for additional suggestions on planning and implementing your newsletter. Although written with educators in mind and assuming in-school distribution, many practical suggestions are applicable to a school/community publication.

EVALUATION

12. Arrange for an ad hoc committee (either all or some of the persons who served on the planning committee(s)) to meet once a year, or more often, to critique the newsletter and to provide future direction.

13. Prepare a yearly reader evaluation of your newsletter. Make a sincere effort to consider changes reflecting the feedback obtained from the evaluation.

H O W T O D O I T - -

that is, a Career Education Newsletter

Planning

1) Identify targets (persons, organizations, other) to receive your newsletter. Get a reasonably accurate count and then add 50 or more for those who come as "after thoughts." For example, you will probably think of other persons in your district, around the state, and beyond. Others will likely hear of your paper and request copies.

2) With the aid of your staff and, preferably, an ad hoc committee composed of representatives from the target groups you have named, determine the major purposes of your newsletter, the types of items to be included, and the priorities for types of material (since you will invariably find more to write about than you have time and space).

3) Assess the time which you and your staff will be able to devote to the newsletter for purposes of collecting information, summarizing, and writing, as well as typing, folding, stapling, and delivering.

4) Determine, tentatively, for your newsletter the length, including size of paper and number of sheets, manner of distribution, and means for collection of news items.

5) Identify the types of printing available to you both through the school district and within the community. You probably will find several choices. For example, offset printing, mimeograph, and spirit duplicating, are some of the more commonly used methods. Generally speaking, both quality and cost decrease respectively.

6) Having identified the options for methods of printing, secure estimates or bids for each method based on number of copies per issue, recommended type(s) of paper to be used (the printers can suggest this to you), and the number of runs. To illustrate, a paper printed on front and back requires two runs. Request samples of the finished work for each method and then compare, giving consideration both to cost and appearance. Make a tentative decision based on estimates, artwork, method of distribution, and flexibility of printing methods. You may have an ideal method in mind, but it may be out of line with your budget. If so, either seek an alternative or look for other sources of funds.

7) Design an attractive header (art work) for your paper. Do not hesitate to borrow ideas and modify them to fit your situation. Draw up several rough sketches on your own to give to the artist. However, do not skimp on this item by trying to do the final sketch yourself. Get a professional looking job of which you can be proud. Since it will be used repeatedly, the investment is worth it! Be sure to discuss with the printer whether you can use your art work each issue without any particular problems. To illustrate, it is no problem with offset because a negative is made of the art work and simply used in the burning of a metal or metal-coated paper plate which is used in each printing run. However, there is less versatility with other printing methods.

8) Decide upon target dates for each issue. You will want to list such deadlines as: news deadline, final draft typing, press-ready copy, distribution time. It will be helpful both to you and to others if these dates are adhered to as closely as possible. If your school district distributes other newsletters or bulletins on a regular basis, it would be considerate to schedule yours so as to avoid a conflict in distribution. You will also need to consult with the printer to determine when he will need to have the camera-ready copy in order for you to meet the distribution deadline.

9) Having decided upon a method of delivery, investigate any regulations which you will need to follow. For example, if the school courier service is to be used, sit down with the person responsible for delivery and discuss such things as: number of copies, targets, deadline, etc., and listen to him or her. By all means, cooperate because he or she is serving you. If you plan to use the U.S. mail, do not overlook the excellent cost-savings which result from using bulk mailings. Make certain that you read up on postal regulations for such items as size, postal permits, minimum number of copies, and others. Your local postmaster or his representative will be pleased to assist you.

10) Although additional costs are usually involved, you may wish to consider printing address labels for mailing some or all of your newsletters. You should investigate the feasibility of having a computerized list made of these addresses. For each issue you can get self-stick labels printed by the computer. Talk this over with the person responsible for data processing in your school or local government. If you have only a few labels--a dozen or so--it is probably desirable to have them typed by your secretary rather than computerized.

11) If you are a state or federal project you may be required to specify on the publication the total cost and the amount per copy. Check on these kinds of regulations to avoid later embarrassment.

Implementation

1) Choose or appoint, as appropriate, a contact person for each school or area of your district to inform you of events worthy of consideration to include in your newsletter. These persons can offer valuable assistance by collecting basic types of information for you, including the name of the person most directly involved.

2) Keep a running list of ideas for the upcoming issue and, if possible, work on your paper some every day, even 30 minutes. Before you know it, you will have more than enough prepared for your paper. Write, read, and revise until you are proud of your product. Have no fear of using the dictionary or having other persons criticize your writing. After all, you do want the best newsletter around, don't you?

3) Use names galore. People like to be recognized for their activities and accomplishments. Do not use any proper name, however, unless you are willing to check on the correct spelling. It is, perhaps, worse to misspell a name than to omit it!

4) Whenever possible--especially if there is ever a question about the accuracy of an account or a sensitive issue--ask the source of your information to review your account and suggest changes which will make it more accurate and forceful.

5) Now, begin work on your newsletter. Seek for balance of emphasis among schools and types of information. Say what needs to be said, but do not go on and on. Use quotations, when appropriate, for emphasis and do ask for feedback. Your school contacts can be very helpful to you in improving your newsletter.

6) Do your best, listen to your audience and advisors. You will be pleasantly surprised that you can do it!

7) Finally, follow your hunches. Do not hesitate to try what you feel will draw attention and, by all means, ask the experts (printers, artists, writers, etc.). They can save you many hours of time trying to "re-invent the wheel." After listening to them, however, you make the decision based on your realities such as time, budget, and other considerations.

Evaluation

1) Encourage your school contacts to listen for reactions to the newsletter and then to share them with you.

2) Meet periodically (once or twice a year or more, if desired) with your ad hoc committee on publicity to evaluate your newsletter.

3) Finally, remember who is serving whom! You are the editor, but you can only be effective as you respond to the feedback from your school contacts, publicity committee, and other sources.

CAREER EDUCATION WORKSHOPS:
FIFTEEN CONSIDERATIONS FOR PLANNING,
IMPLEMENTATION, AND FOLLOW-UP

By Dale H. Melton

CONSIDERATIONS	MODES		
	PLANNING	IMPLEMENTATION	FOLLOW-UP
NEED DETERMINATION	Determine need for workshop by identifying existing problems to be addressed. Consider possible techniques for collecting data. Examples: conduct surveys, hold meetings, and study data on hand.	Confirm existing problems by using one or more techniques identified in the planning stage.	Analyze evaluation data to determine whether the needs of the participants were met as expressed in the objectives and/or whether new needs have been identified.
RATIONALE, OBJECTIVES	Identify and involve decision-makers in the discussion of rationale, objectives, concepts, and activities for the workshop. Obtain verbal and/or written endorsements from high-level administrators and supervisors. Examples: assistant superintendent for for instruction, director of secondary education, and language arts supervisor.	Discuss with consultants and selected potential participants, the identified objectives and instructional strategies for the workshop. Agree upon the most feasible ones, considering information learned from data collected, for addressing needs identified earlier.	Send letters of thanks and request feedback from major planners.

CONSIDERATIONS	MODES		
	PLANNING	IMPLEMENTATION	FOLLOW-UP
PARTICIPANTS, CONSULTANTS	Identify participants and potential consultants appropriate to the workshop.	Compile lists of participants, consultants, and staff. Prepare a checklist for record-keeping purposes. Examples: categories, such as invitation sent, response received, reminder/agenda sent, substitute named, if any, name tag and packet prepared, attendance, voucher processed, follow-up letter sent, response--special interest or need indicated, and action, if any.	Send letters of thanks and stipends, where appropriate, to participants and consultants. Request comments from them relative to the effectiveness of the workshop.
OTHER ROLES AND RESPONSIBILITIES	Identify other staff roles and responsibilities for conducting the workshop and delegate responsibilities to appropriate persons. Examples: workshop coordinator, group facilitators, hosts(esses), keynote speaker, support personnel.	Communicate in writing the role and responsibilities of each person and request a commitment. Use the checklist at appropriate points to monitor progress for each person.	Express appreciation to staff persons and encourage their informal feedback. Examples: problems encountered, suggestions for later workshops, and clarity and effectiveness of their role and responsibilities.
ORGANIZATION AND ACTION STRATEGY/TACTICS	Discuss tentative organizational and action strategy/tactics for implementing the objectives and activities of the workshop. Examples: varied-sized groups, individual commitment and planning, and examination and evaluation of materials.	Seek consensus with consultants and, if desired, selected participants, on organizational and action strategy/tactics.	Review the subjective evaluation of the planners as well as the formal evaluations of participants relative to organization, instructional strategies, and content of the workshop.

CONSIDERATIONS	MODES		
	PLANNING	IMPLEMENTATION	FOLLOW-UP
FINANCING	Estimate probable costs and identify available financial resources.	Itemize major expense items, project costs of each, and gain commitment of financial resources to meet these anticipated expenses. Examples: consulting fees, stipends or released time, travel, food, and rents.	After fulfilling financial obligations, if any, evaluate for future use, possible economies and, conversely, areas deserving larger expenditures.
FACILITIES	Identify available facilities.	Visit alternative choices of facilities for the workshop and make selection according to identified criteria. Examples: criteria, such as location, cost, if any, number and sizes of rooms, arrangement, and environment.	Send letters of thanks to and request feedback from providers of facilities. Also, review facilities in terms of staff and participant feedback.
CRITICAL ACTIVITIES AND EVENTS	Discuss and list in chronological order (PERT), the critical activities/ events for use as a guide for implementation and follow-up.	Develop and follow a timeline/checklist with beginning and completion dates of critical activities and events preceding, during and following the workshop. Distribute the checklist to all persons having a role in the workshop.	Review the effectiveness of the checklist of activities/ events for possible refinements.

CONSIDERATIONS	MODES		
	PLANNING	IMPLEMENTATION	FOLLOW-UP
OTHER ADMINISTRATIVE DETAILS	Discuss with appropriate personnel important administrative details and seek agreement on each. Examples: alternative choices of dates; stipend and/or inservice credit for participants; consultant fees, transportation, and accommodations; security; policies on use of facilities; and first aid.	Confirm with appropriate persons the administrative details agreed upon. If possible, state them in writing to insure agreement upon terms.	Encourage feedback from the staff and chief administrators on administrative details of the workshop. Examples: clarity of understanding, effectiveness of agreements, and suggestions for later use. Send letters of thanks to the persons making these administrative arrangements.
EQUIPMENT AND MATERIALS	Identify and list needed equipment and materials and the sources of each. Examples: Equipment: Audiovisual, such as speaker system, projectors, extension cords, adapters, empty reels and furniture, such as folding tables, ash trays; materials: audiovisual software and materials for display, handouts, and registration packets.	Request and confirm in writing, if possible, all necessary equipment and materials. Make use of a checklist to assure that all needed items have been requested and received from available sources.	Send letters of thanks to providers of equipment and materials and request their reactions and suggestions. Use the checklist as a means for accountability in returning those materials and equipment borrowed or unused, if any.
FORMS	Discuss forms to be used with regard to format, content, and method of printing. Prepare notes for later use in preparation of drafts. Examples: agendas, opinionnaires, and vouchers.	Prepare a draft of necessary forms and secure reactions from planners. Revise and repeat the process until consensus is reached on format and content of each. Then, duplicate as needed.	Review all forms used and suggest revisions, as appropriate, in both content and format.

CONSIDERATIONS	MODES		
	PLANNING	IMPLEMENTATION	FOLLOW-UP
COMMUNICATION	Plan types and schedule of communications with participants, staff, consultants, and others. Examples: press releases, invitations with commitment return form, reminders with agendas and maps, and thank you letters.	Follow the communications plan as closely as possible, recognizing the importance of well-timed, two-way communication. Use special care to assure that all needed information and endorsements by high-level persons are included. Whenever possible, the news media should be contacted personally and provided with materials, such as vitas of consultants, agendas, and, if possible, a prepared press release.	Review with staff, especially secretaries, and selected participants, the effectiveness of the communications plan. Examples: problem areas, particularly effective parts of the plan, and recommendations for future workshops.
EVALUATION	Discuss plans for evaluating the outcomes of the stated objectives of the workshop. Involve participants, staff, and others, if desired, in this vital process.	Consider tentative objectives in light of data collected in needs assessment. Then, design an evaluation plan with appropriate procedures and instruments to measure expected outcomes as perceived by participants, staff, and others.	Review the procedures and instruments used as to their effectiveness in measuring the expected outcomes of the objectives. Prepare an item analysis whenever possible to determine where revisions should be made in items on formal evaluations. Consider, also, the amount and quality of the data collected with respect to staff time involved in collection and analysis.

CONSIDERATIONS	MODES		
	PLANNING	IMPLEMENTATION	FOLLOW-UP
OTHER PROCEDURES	Outline procedures to be followed for other key processes. Examples: parking, registration, introductions, breaks and/or luncheons, security, and cleanup.	Detail and distribute to appropriate persons the procedures for the major processes of the workshop.	Request staff reactions and suggestions concerning the appropriateness and effectiveness of the procedures outlined.
SUPPORTIVE SERVICES	Identify needed supportive services and note the address and phone number of contact person(s) for each. Examples: services, such as food, security, and custodial.	Request supportive services by calling and, preferably, stating in writing to the provider the agreed-upon details. A call a few days prior to the workshop is often helpful as a reminder. Examples: details, such as dates, times, places, services to be rendered, and costs.	Send letters or call to express thanks to providers of support services. Discuss the quality of the service rendered and request suggestions for later use.

SOME OPTIONS AVAILABLE FOR STUDENTS WHO DO NOT INTEND TO GO ON FOR AN ASSOCIATE DEGREE IN A JUNIOR OR COMMUNITY COLLEGE OR TO PURSUE A BACHELOR"S DEGREE IN A FOUR-YEAR INSTITUTION.

1. DIRECTLY INTO A JOB IN THE WORLD OF WORK

   Daily listings are available in our "Job Bank". This is furnished by the Florida State Employment Service to the Occupational Specialist and is available to Students. Jobs are listed in the area from Tampa and Clearwater to Fort Myers. Placement by the Florida State Employment Service is available free of charge. The address is 321 15th Street West, Bradenton, Florida and the telephone number is 747-2921. Private employment agenices are listed in the yellow pages of the telephone directory but there is a charge for placement by them.

2. ON-THE-JOB-TRAINING

   Many employers in the area will train you for a specific job while you are on their payroll.

3. ARMED SERVICES

   Many opportunities are available in the Armed Services. Recruiters are on our Campus at regular intervals, and you may come into the Guidance Office and have your name placed on the list and you will be called in for any of the services in which you have an interest.

4. APPRENTICE PROGRAMS

   Many unions in the area have apprentice programs where you get trained in certain skills while working under a skilled person. Information and addresses are available in the Guidance Office. See the Occupational Specialist.

5. VOCATIONAL AND TECHNICAL SCHOOLS

   SCHOOL OF AGRICULTURE EDUCATION

   Diversified Ag. Mechanics
   Nursery Operations
   Tractor Mechanics

   SCHOOL OF BUSINESS EDUCATION

   Beginning Business Education
   Vocational Office Education
   Adult Business Education

   SCHOOL OF HOME ECONOMICS

   Adult Sewing - Adult Upholstery

   SCHOOL OF BUILDING TRADES

   Carpentry - Masonry
   Electric Wiring - Plumbing and Pipefitting

   SCHOOL OF HEALTH OCCUPATIONS

   Dental Assisting - Practical Nursing
   Nurse Aide/Orderly - Unit Secretary

   SCHOOL OF INDUSTRIAL EDUCATION

   Air Conditioning & Heating Mechanics
   Auto Body Repair - Auto Mechanics I
   Auto Mechanics II - Cosmetology
   Drafting - Marine Engine Mechanics
   Refrigeration & Major Appliance Repair
   Welding

Catalogues are available in the Guidance Office from the Occupational Specialist for certificate and diploma programs in the United States listed alphabetically by Occupation.

6. CORRESPONDENCE COURSES

Before signing up for Correspondence Courses or committing any monies or deposits, it is suggested you do some research into the credibility of the institutions and check with your Guidance Counselor.

Basic opportunity Grants are available for some programs in Accredited Schools and information can be obtained from one of the Guidance Counselors.

For more information on any of the above mentioned options, see your Guidance Counselor and/or Occupational Specialist.

1976--Prepared by Marjorie Levenson, Occupational Specialist, Bayshore High Schools, Manatee County, Florida.

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